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SCHOOL LIFE



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Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States.

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Educating the Nation Toward Health

by Thomas Parran, Surgeon General,
United States Public Health Service

★★★ A short time ago one of our young citizens wrote me as follows: "I read your statement in the newspaper and since I am a student of Boys' High School, I became quite interested in your effort to attack more vigorously pneumonia, cancer, tuberculosis, and syphilis.

"Do you really believe that everything you stated would eventually help eliminate tuberculosis? What do you believe will help you most in eliminating tuberculosis?

"If you be so kind as to answer my letter, I would be grateful if you wrote me how the germ of tuberculosis functions when it enters the body of a person."

I am convinced that our efforts in national health education must be directed toward creating, supporting, and putting to use this citizen interest in the national health program.

Those of us who are working toward, planning for, and promoting national health are coming to appreciate the deep significance of citizen-participation in our task. We are increasingly aware of our need for an informed and dynamic partner. And there is a growing consciousness that we must make the citizen a partner in a real sense of the word.

Integral Part of Program

Among educators as a whole, there is, too, a deepening conviction that the true purpose of education is preparation for citizenship in a democracy. With this as a basis, it becomes clear that educating for national health is an integral part of the whole program of public instruction.

In a way, my young correspondent has outlined in his letter what seem to me the broad functions of national health education. First, his interest. "I became quite interested," he says. Then, his need for a share of our knowledge regarding those threats to physical security over which the individual, by himself, has no control. "How the germ of tuberculosis functions when it enters the body of a person," my correspondent wants to know. And last, his desire to share our faith that nothing shall stop our steady march toward national health. "Do you really believe?" he asks.

Creating Citizen Interest

Creating citizen interest in the national health program is a matter of emphasis, just as is the development of a well-rounded community health program. Today, the diseases of environmental insanitation which once sap-

ped our national strength, are, except in a few areas, of relatively little importance to the citizen. Last year, a public health physician lecturing to a class of medical students stated that nowadays a doctor may go through his whole career without seeing more than two cases of typhoid fever, which 30 years ago would have been the backbone of his practice. How much less personal interest this disease has for the average citizen! Again, the task of immunization grows more and more a matter of routine. Time was when every parent trembled at the very name "diphtheria." Today, "diphtheria" means not a fatal illness but a trip to the doctor or the health center for a simple injection of toxoid.

So it is that today we must adopt a realistic approach to national health education. We must create citizen interest in today's dangers, not yesterday's. True, we must hold fast that interest and participation which we have gained, but our greatest new efforts in national health education must be in those directions where the greatest saving in lives can be made.

This should be easy, for where the greatest saving in life can be made, there lies the greatest human appeal. Until scientific research gives the death-fighters new knowledge, the greatest life-saving can be done in a vigorous attack on syphilis, tuberculosis, cancer, pneumonia, infant and maternal mortality.

First Organized

Citizen interest in the attack can be created, as is proved by recent developments. Contrary to the expectations of many, the public response to the national syphilis campaign has, within the space of 18 months, set us to rooting this scourge out of our national life. In November, the Intercollegiate Newspaper Association entered the fight with a well-organized plan to mobilize hundreds of college students. Within the past 2 years, a citizens' program has been launched against the national disgrace of our infant and maternal death rates. One year ago, the Women's Field Army against cancer was mobilized; and again a citizen group marched to a significant public health victory in the national legislation for cancer research passed by Congress last summer. These programs, it is true, are still in formative stages; they will go forward only with the continuing citizen partnership.

The program against tuberculosis was the first to be organized, years ago, on a national scale. It has won great victories with the participation of our citizens. Tuberculosis



Dr. Thomas Parran, Surgeon General,
United States Public Health Service.

deaths have been halved, and halved again. The day is at hand when we can end tuberculosis altogether. We need to revitalize our citizen-partnership in this direction. It has been done. It can be done again.

The national effort against pneumonia is just beginning to create public interest. During these last years, medical science has proven beyond the shadow of a doubt that the disaster of pneumonia can be alleviated. It brings death to some 55,000 American homes every year. What economic loss it involves, in days out of work, cost of medical care, and sapping of vitality, no one can say. Can we doubt that the citizen will be interested in attacking pneumonia, once he understands how?

From school health educators, I can hear such questions as these: Is it wise to interest school groups in specific diseases? If we put emphasis on syphilis, where shall we find time to educate for good posture, clean teeth, other health habits? If we try to interest students in pneumonia, how are we to find time for diphtheria immunization?

Sharing Our Knowledge

I do not think that we shall find it too hard, with a little common sense, to incorporate into our school health programs, a new interest in the plagues which decimate our population. I think it particularly necessary to interest our youth in the attack on tuberculosis and syphilis, for all too soon the school child becomes the chief target of these two diseases. The girls and boys who leave our schools each year at varying levels of instruction, all too soon become the fathers and mothers who meet the tragedy of infant and maternal death.

Shall we send them out to become the prey of ignorance and misinformation? Their interest is inevitable when they understand the effort against and the attack upon the suffering they may meet.

I do not mean by this that we should burden the 6-year-old with stories about cancer and syphilis. Far from it. But we can begin very early to arouse his interest in the meaning of public health. We can tell him true stories of how the water and milk he drinks comes to be pure and safe. We can let him have a look through the microscope at some of the organisms which would make him sick if he drank them. We can talk about the family doctor and the school physician, and open the way for the child to welcome them as friends and helpers both in health and sickness. We can introduce the public health nurse, not only as his individual friend but as a most necessary part of his community—just as are the teacher, the mayor, and his special heroes, the fireman and policeman. In these early years, we can give him a sense of how public health protects him; we can let him know that public health is one of the rights of a citizen. We can teach him in high school how to distinguish between a good health service and a poor one.

H. G. Wells, in his presidential address to the educational science section of the British Association for the Advancement of Science last September, said: "The past half century has written a fascinating history of the succession of living things in time and made plain all sorts of processes in the prosperity, decline, extinction, and replacement of species. We can sketch the wonderful and inspiring story of life now from its beginning . . . This is elementary, essential, interesting and stimulating stuff for the young, and it is impossible to consider anyone a satisfactory citizen who is still ignorant of that great story . . . And finally, to meet awakening curiosity and take the morbidity out of it, we have to tell our young people, and especially our young townspeople, about the working of their bodies, about reproduction, and about the chief diseases, enfeeblements, and accidents that lie in wait for them in the world."

"Take the morbidity out of it." That is what knowledge does. I do not believe that the straightforward story of life, in sickness or in health, will do the harm that many educators still fear it will do. Without a knowledge of life, we cannot know health. In teaching of life and health, I would add information about what the child's own community, his country, and the world as a whole, have done in the past and are doing today to protect young people from these "diseases, enfeeblements, and accidents." I would teach how to use that protection!

How often we miss our opportunities to share our knowledge with our citizens, and particularly with our young people. There is scarcely a book written for the average citizen by physicians these days that does not carry some reference to the abysmal ignorance of the layman concerning the most

elementary facts of life. I have seen some of our best science texts in elementary schools miss chance after chance to connect the achievements of science with the health of human beings. The story of Roentgen and the X-rays is told with only a vague reference to the treatment of disease. I see no reason why this hopeful side of the story of tuberculosis and cancer, for instance, should not be told to elementary pupils.

Perhaps the greatest opportunities of sharing our knowledge with the school groups, and of preparing for citizen-participation, are in the teaching of history. The story of medicine and of public health has never, to my knowledge, found an adequate place in a history course at any level of public instruction—elementary, secondary, or undergraduate college. Yet, the health story of any civilization is so intimately associated with its political, economic, and social history that it seems impossible to teach it as a whole without including the contributions of the doctor and of public health.

I am convinced that with thought and imagination we can do a much better job of sharing our knowledge with children. I believe that with a little more effort we can prepare generations of citizens—aware, alert, informed—for working-partnerships in our national health program.

Sharing Our Faith

This year, and in the years to come, our young people will have many interests competing with efforts to conserve their health. New forms of communication, transportation, recreation, and new occupations have served to spread thin the energies and interests of young people. Other social advances, much needed, and which we would not hold back, are claiming the attention of our citizens—decent housing, better schools, better recreational facilities, assistance for the aged, the unemployed, and the handicapped. But none of these sees the family broken by the inroads of tuberculosis. None hears the cry of the syphilitic baby. We hear that cry; we hear daily the cries of agony we know how to relieve and prevent. We must help our citizen partner to hear that cry. We must show him how needless is the human waste all around us. He must share our faith that nothing in life can come before the relief and prevention of human agony. He must share our faith that we can and will call a halt to the preventable deaths and sickness at our doors. He must share our faith that nothing shall stop the building of a nation's health.

One more question my correspondent asked: "What do you believe will help you most?" I think it is answered in my belief that the national health program can go forward only with the support of an intelligent citizenship—enlightened, critical, and actively concerned. The most competent health service, the most skillful and devoted personnel cannot fight disease without it. I think that in its creation lies the whole of our educational function.

Nation-Wide Contests

The Sesquicentennial Anniversary of the formation of the Constitution covering the period from September 17, 1937, to April 30, 1939, brings to teachers and pupils a special stimulus to study from all angles the formative period of this Nation, the men who served as delegates to the convention of 1787, and the principles of government brought forth by their efforts and from experiences under which this Nation has developed. It is an opportunity for the youth to view and analyze the challenge which those delegates encountered, and to bring forth a better understanding of the meaning and importance of the Constitution, the oldest written constitution still functioning in the world.

All avenues of expression are open to youth and adult in this study. One of the activities through which pupils may express their appreciation of the Constitution is the Nation-wide Series of Education Contests. This series, open to pupils in public, private, and parochial schools, consists of three divisions: Declamatory in elementary schools, essay in high schools, and oratorical in institutions of higher learning.

Each State constitution commission has been asked by the United States Constitution Sesquicentennial Commission to name a State contest committee to conduct the contests within the State and to secure the cooperation of organizations interested in school contests, thereby avoiding duplication of effort. The general regulations for this Nation-wide series will be furnished to school libraries and to teachers by the National Commission. The State committee will develop the organization work for the State, including the divisions for the elimination contests, the selection of judges, and State awards other than the official constitution commemorative medal, which will be presented to pupils winning first and second places in the State contests—declamatory, essay, and oratorical. It is necessary to have a State committee in order for pupils to participate in any of the contests.

A pamphlet, *Selections for the Declamatory Contests*, has been prepared for schools entering the State declamatory contest confined to elementary schools. This contest terminates within the State. The essay contest, open to all high-school students, is Nation-wide in scope of competition. This contest activity in secondary schools termed an essay contest, is to be based upon an interpretative study of the Constitution, rather than the usual essay presentation.

The third division of the Nation-wide project is the oratorical contest open to all college and university students, extending into a State, regional, and national contest to determine the national winner.

For further information, communicate with Hazel B. Nielson, Director of Educational Activities, United States Constitution Sesquicentennial Commission, Washington, D. C.

SCHOOL LIFE, January 1938

Effective Relationships for Progress in American Education

by Bess Goodykoontz, Assistant Commissioner of Education

★★★ In order to give us perspective I am taking as a sort of text a paragraph from Charles A. Beard's recent publication entitled "The Unique Function of Education in American Democracy":

"It is not enough, therefore, to fix attention on professional conceptions of education alone. Observations must also be taken from the center of society, for education, government, economy, and culture are parts of the same thing. Hence a paradox. If educators are to make wide and real the reach of their theory and practice, they must step over the boundaries drawn by their profession and consider the unity of things. By concentrating affections on their sphere of special interest, they will separate education from the living body of society. Important as are the methods and procedures of education, they are means, not ends; and the ends themselves are linked with the genius, spirit, and purposes of the society in which education functions, by which it is sustained, vitalized, and protected. Yet in stepping over the boundaries of their profession to find their bearings, educators are at the same time compelled, by the nature of their obligations, to hold fast to those values of education which endure amid the changes and exigencies of society."

Dr. Beard here invites us to step outside our own interests as educators and view things from the "center of society." My part is to invite you to look at education and its responsibilities for establishing effective relationships from the standpoint of the boys and girls and adults for whom education is planned. *What is it they want? What do they ask of education? Or, better still, what do they want their lives to include?* There are, of course, numerous analyses of the interests and desires of boys and girls at different ages. I shall take a rather simple analysis made by Malcolm MacLean, director of the General College at the University of Minnesota. In a recent address he said that there are four fundamental areas of human need for which people need training. They are as follows: (1) My job. What will it be? What interests and abilities do I have on which I may capitalize? What training will be necessary? What adjustments will need to be made in this job in the light of changing conditions? (2) My home and family. Shall I marry?

EDITOR'S NOTE.—This address was given by Dr. Goodykoontz before the Home Economics Section of the American Vocational Association, December 2.

If so, what kind of person? How can we adjust to each other? How may we build a home and a home life? (3) My personal development. How can I enrich my own life? How can I have better times, enjoy more things, and be appreciated more? (4) My part in the community, State, and nation. What can I do about this?

It would be impossible in a brief time to deal extensively with all of these four areas of human need, but we may consider only a few aspects of education's responsibility in each of the four, and indicate some desirable relationships necessary for achievement in each one.

My Job

The first of these, that is, selection and training for a life work, is widely accepted as a responsibility of education. It is by no means adequately served by all schools for all boys and girls, but there can be no difference of opinion as to the responsibility which the school owes to its students in this regard. There is, however, one point on which there is considerable difference of opinion. To some people preparation for a job is a sort of capstone to the rest of education—that is, in their opinion one kind of education begins with early primary instruction and goes on up to a certain age, whereupon, presto, the type of education changes to job education. Those who do not subscribe to this theory believe that education for the job or for one's life work extends throughout all of education. It begins, they say, with a study of occupations in the primary grades—an understanding of what the mailman, the fireman, the policeman, the baker, the milk man, the grocery man, and others contribute to their satisfactions. In the intermediate grades children learn about processes and materials, and get acquainted with stories of many industries. In the upper grades, if they are fortunate, they have industrial arts and a more extensive study of the varieties of vocations, their requirements for training and success on the job. High schools offer industrial history, economic geography, social studies, and exploration in the shops. In other words, preparation for the job is not another kind of education; it is a series of relationships set up early, possibly before school entrance, which run through all education in and out of school, leading eventually to training for some specific field of work and to placement.

We cannot say of any given school, then "This school does or does not have job preparation," until we examine its whole curricu-

lum. Organized education needs to provide for all or most individuals an understanding of the world's work, the development of work habits, an acceptance of good work standards, wholesome attitudes toward work and toward workers, dependable information about specific vocations, a choice of work, job training, and placement. To accomplish all these objectives, many relationships are necessary between fields of training within the school and between the school and outside agencies which may offer opportunities for exploration and even for try-out.

Let us take an illustration which comes close to our own experience as teachers: It has been customary for the training of teachers to occupy first 2 years, then 3 years, then rather commonly 4 years of college, and now many places are requiring a fifth year in which there is concentrated professional training. It ends with the granting of a certificate after some 17 years—probably consecutive years for most people—of preparation for work. One day preparation stops, and soon after that the new-fledged teacher goes on a full-time job with all of the rights and privileges, as well as all of the obligations of an experienced teacher. In some places there is considerable doubt now that such consecutive training, unbroken by participation in the activities and responsibilities of classroom management, is as good preparation as it might be. Some people are coming to feel that if the study of the last year or so could be interspersed with a sort of cadetship—training on the job—accompanied by continual study, it would be a better combination. At any rate, closer relationships between training and practice need to be established.

My Home and Family

It would be carrying coals to Newcastle to attempt any long explanation or defense of education for home and family life before the Home Economics section. This has long been accepted as a major obligation of the school, and I think it is fair to say that homemaking education has led in the development of techniques and materials, and even in the establishment of a point of view, for the inclusion of this work in the school. A recent publication of the Home Economics Education Service of the Office of Education describes in some detail the programs of homemaking education in several cities and States. It is unusual to find a home economics department in a public school or college which does not now empha-

size preparation for home and group living as an important part of its curriculum.

But other curriculum fields are interested in this objective too. An analysis of recent courses of study provides liberal illustrations of this fact. The social studies include stories of home life in pioneer days and, in upper grades, a consideration of the problems, social and economic, in the housing situation. The art curriculum includes something on home planning and decoration. Mathematics draws its problems from taxes, budgets, contracts, and leases. Chemistry deals with food and clothing composition. Biology tells the story of human growth and development. And literature, which more than we know helps to set our thought patterns, encourages wide reading of modern literature with its many type pictures of home and group life.

This diffusion is very desirable. For one thing, it educates the teachers to one of the most important series of relationships in the whole curriculum and no doubt one which their training did not emphasize. Sometimes this intellectual exercise may be better for the teachers than for the taught, for until recently it has been unusual to find teachers who have had adequate training to handle this matter well. They have not had industrial arts, which would have taught them of materials and processes. They have not had consumer education, which would have given them standards for judging quality. They have not had applied art, which would help them develop techniques of evaluation and appreciation. But at its best it probably reaches an infinitesimal percentage of pupils; frequently the emphasis upon home and family life in units which seem to present such possibilities is nevertheless an after-thought; many teachers are really not competent to make the desirable application; and because of its diffusion throughout the curriculum, provision is not made for assimilation and integration.

The role of a prophet is a dangerous one, but I am willing to predict that in this field of education for home and family life we will see these three steps in the curriculum: (1) Courses in home and family life in homemaking education departments; (2) many separate units emphasizing home and group life scattered through many if not all of the subjects and grades; and (3) a concentration course in which there is a coordination of these separate units for all pupils, under no one subject, but in such a situation that all related fields can make their contribution.

My Personal Development

This desire may not always be vocal, but for most persons there is an innate desire to "make something of myself," to have friends, to go places, to do interesting things, to be a more worth-while person. Statistics on whether education has made notable progress here may be either pessimistic or optimistic as you choose. If you are optimistic about the situation you point with pride to the

enrollments in many different types of extra-curricular activities which we hope have the elements of long-continued interests to carry over into adult life. If you are pessimistic, you remember the choices children and youth make in their recreations; that they choose reading the funnies, playing marbles, and listening to the radio as their choices of play; that they choose, if undirected, the true story type narrative, wild west and mystery thrillers as their periodical reading; their radio choices include black-face comedies, tales of most unchildlike children, and thriller tales; and that the kind of person they all vote for at the college age is the glamorous one.

What to do about this situation is a puzzle. All of us, I suppose, are looking for some sort of recipe which will lead to a satisfying personal development—a recipe that might read somewhat like this: To ten parts of work on some interesting job add two parts of play, at least half of which is active participation in music, art, or sport; one part investigations or activities which contribute to improvement on the job; one part exploring, either in person or through the mind, into new worlds of people or thought; and one part of some special interest or hobby, the whole to be flavored by friends who enjoy the same things. Shake frequently so as to keep the mixture fluid enough that other elements may be added from time to time.

To accomplish anything like the purpose of this recipe, every field within the school needs to set up continuing relationships between in-school and out-of school practice which may result in long-time interests.

My Part as a Neighbor and Citizen

Education has a heavy responsibility in this area, particularly in a democracy where the government at any given moment is the sum total of what the most people want. Since this is true, it is extremely important that people have choices (as socially intelligent as possible) and that they make them known (as constructively as possible). We all have in mind incidents which have taken place in organizations we know when the majority was not the true majority but simply the majority of those who took the time or pains to make their choices known. This making one's choice known and getting something done about it is only another name for group action, something which should be learned all the way through school. To help to develop the habit of group action and patterns for effective participation in group work the school needs to set up many relationships within its own program, and effective relationships between it and other agencies. It is particularly important to persons interested in good homes that these relations be established, for good homes cannot exist where garbage collection is casual, libraries are inadequate, provisions for children are lacking, food stocks are improperly cared for, or health conditions are unsatisfactory.

What Does This Mean for Homemaking Education?

It would be presumptuous for me to attempt to summarize fine principles for homemaking education, since I am too little informed about its materials and techniques. I should like, however, to draw three rather general principles from what has gone before. It seems to me that the need for effective relationships between the various fields of training within the school, and between the school and outside agencies, implies three things:

First, that it is important to recognize the unique position homemaking education holds in American education. Homemaking is what most persons in any community are doing; it therefore has the most possible relationships. Homemaking is the reason for the establishment of many other professions and employments; therefore its resources for related activities are unlimited. Homemaking education is not a subject or a discipline in the same way in which geology, history, and Latin are. Homemaking education is itself a body of relationships of many subjects to many people.

Second, it means that homemaking education will serve best if it keeps its boundaries flexible and refuses all temptations to departmentalization and rigid organization, counting up its successes in the number and variety of places in a school and in a community in which it serves.

Third, it means that homemaking education can demonstrate to other phases of education the methods of developing effective relationships with life outside the school by continuous experimenting with new groups, new combinations of specialists, and new services. Furthermore, in no other way can it keep its own program so vital.

★ ★ ★

Studies on the Quintuplets

Collected Studies on the Dionne Quintuplets, published in October by the University of Toronto Press, contains the first interpretations of the development and growth records that have been kept continuously by W. E. Blatz and other members of the university faculty. The studies are presented as follows: A Biological Study of the Dionne Quintuplets—an Identical Set; The Mental Growth of the Dionne Quintuplets; The Early Social Development of the Dionne Quintuplets; The Development of Self-Discipline in the Dionne Quintuplets; Routine Training of the Dionne Quintuplets (Sleeping, Eating, Elimination Routine, Washing, Dressing, and Play); Early Development in Spoken Language of the Dionne Quintuplets.

SCHOOL LIFE, January 1938

Successive Stages of Education at Home and Abroad

by James F. Abel, Chief, Comparative Education Division

★★★ In broad terms the successive stages of education are three: Elementary, secondary, and higher. Some definitions, or at least attempts at

definitions, are necessary in discussing them. In the United States the word "secondary" is loosely applied to that type of education which follows elementary and precedes higher. That is only partially helpful as a definition, because both "elementary" and "higher" are not used with precision of meaning. In terms of years or grades, "elementary" may mean any instruction up to and including the eighth or even the ninth grade. "Higher" commonly denotes organized training that follows and is based on high-school graduation, but some educators in this country are trying hard to insist that it shall apply only after junior college graduation. So by the one criterion of grades or years completed in school, secondary education may occupy various parts or all of the 7- or 8-year period that is bounded on one side by the sixth grade and on the other by the junior year in college. The corresponding chronological ages of the students will be from about 12 to 19 or 20. The stages of physical development to be served by the three types of education, elementary, secondary, and higher are broadly pre-adolescence, adolescence, and maturity.

Organized education is mainly a process that is carried on for human beings that are growing from infancy to maturity. If it takes into account the natural mental and physical development during that growth, it will change in its nature to suit the requirements of the maturing student and the steps from elementary to secondary education, and secondary to higher will be defined accordingly. In other words, the establishment of the stages is inherent first in the laws of human growth and next in the educational process that attempts to respond to the stronger of the needs manifest in the different phases of that growth.

Better knowledge of the laws of mental and physical development, improved methods in education, and different conceptions of what the education process should be, one or all of these, can change the length and relative importance of the stages. For a long time elementary education in the United States was mainly 8 years in duration and for the child from 6 to 14 years of age, and secondary education meant the 4-year high school. But some 40 years ago it grew plain that this was not a good arrangement either socially, economically, or psychologically and the junior high school came into being; the division between elementary and secondary was placed at the completion of the sixth grade; secondary

education was extended downward 2 years and the period of elementary education was shortened by that much.

A Few Examples

We in the United States had come to a recognition that the education process should change when the child is about 12 years old. Guizot, the famous historian, provided for that in the French school system by the law of June 28, 1833, which required the larger communes to set up higher primary schools (*écoles primaires supérieures*) to give 3- or 4-year curricula to children that were of the ages of approximately 12 and 15. Not many such schools were established until after 1878 when this and other forms of post-primary instruction began to grow rapidly.

The schools in Scotland were classified in 1906 as primary, intermediate, and secondary, the intermediate course to extend over at least 3 years (ages 12 to 15) for children that had completed the primary school and passed its final or "qualifying" examination. In Belgium, middle schools (*écoles moyennes*) with 3-year curricula based on a 6-year primary school were authorized in 1880.

These are a few of the many examples of countries that in their school systems recognize the principle of a somewhat marked change in the education process at about the time the child reaches the stage of puberty.

The Hadow Committee expressed it thus:¹

"The first main conclusion which we have reached is concerned with the successive stages in education and with the relations which should exist between them. It is as follows:

"Primary education should be regarded as ending at about the age of 11+. At that age a second stage, which for the moment may be given the colorless name 'postprimary', should begin; and this stage which for many pupils would end at 16+, for some at 18 or 19, but for the majority at 14+ or 15+, should be envisaged so far as possible as a single whole, within which there will be a variety in the types of education supplied, but which will be marked by the common characteristic that its aim is to provide for the needs of children who are entering and passing through the stage of adolescence."

On psychological, economic, social, and political grounds the time of transition from elementary (primary) to secondary education has been fairly well defined at about the same period in the child's life in many countries, and a review of the literature concerning it indicates that one of the main considerations

¹ Great Britain. Board of Education. Report of the Consultative Committee on the Education of the Adolescent. London. His Majesty's Stationery Office. 1926.

has been to make education more universal, to bring more children into the schools, hold them for a longer time, and to provide a wider range of studies for them.

Most Marked of All Breaks

Let us analyze now what may be the causal factors in the change from secondary to higher education. Even savages recognize that a time comes in the life of the individual when he or she should assume the responsibilities and enjoy the privileges of adult life. Induction into full participation in the tribal community is usually marked by ceremonies of one kind or another, often prolonged and frequently cruel. Similar recognition is in our granting the right to vote at the age of 21 and the changed legal status in many other ways of those who have come "of age." In the education world the most marked of all breaks in the continuous education process comes, in many countries, at the transition from secondary to higher education, and in nearly all of Europe when the student is from 18 to 20 years of age, more frequently nearer 20 than 18.

The students in the secondary schools are, of course, younger, physiologically not so far along in their development, and with less mental experience than those in the universities. The training given in the secondary schools would be crude indeed if these characteristics were not taken into account. The physical education which is nearly always required has been worked out to suit the growing body. The mental experiences through which the student must go are, as far as possible, arranged in logical order and designed to furnish a fund of knowledge and a degree of skill in using it that will reasonably assure success in university studies or in other pursuits. Regular attendance at specific classes is strictly required; tardiness must be excused or atoned for; election of subjects is narrow; and the student's life is somewhat closely regulated. His degree of attainment is finally checked by an examination and his fitness passed upon by a jury or commission. The main question to be decided is, "Is he now mature or fit for advanced study?"

Credentials Granted

How strongly that question is to the fore is indicated by the name of the examination and the credential granted when secondary education is successfully completed. It is the *Reifeprüfung* (maturity examination) that the student undergoes in Germany and the certificate he earns is the *Reifezeugnis* (maturity certificate) or *Zeugnis der Reife* (certificate of maturity). In Austria they are the *maturitäts prüfung* and *maturitäts zeugnis*; in Hungary, the *érettségi vizsgálatot* (maturity examination) and *érettségi bizonyítvány* (maturity certificate). In Bulgaria the diploma is the *svidetelstvo za zrielosť* (certificate of maturity), and in Italy the *diploma di maturità classica* (diploma of classical maturity).

The baccalaureate, which is not a university degree but a diploma of graduation from a secondary school in France, Spain, Rumania, and the countries of Latin America, signifies a certain maturity and is the open sesame to the university. Originally a *baccalaureus* was a cowboy or herdsman serving under a farmer, and young warriors not yet strong enough to be knights also were called bachelors. In the early universities, the word implied one who had attained sufficient strength to lecture or assist other students but was himself still in preparation to be a *magister*.

In all these there is the direct recognition that after a certain physical and mental stage of the growth of the student is near completion, the education process should change. After the promotion from secondary to higher education, the student is in most countries allowed more personal freedom. Attendance at lectures may be purely voluntary. Living in dormitories is not so common. Instruction is more and more based on the supposition that he has already had a considerable intellectual experience. Examinations are fewer in number and more severe. Choice of subjects or lines of study is wide and free. Movement from one institution to another is much less restricted. In brief, the individual is expected to exercise over himself much of the control that the secondary school previously had. If he cannot do that, the university does not care to have him and he will probably not be able to complete the work and attain the standards that it requires of its graduates. That is as it should be.

Self-Control

Men are educated so that they can control themselves and regulate their actions in the best interests of the groups in which they live and of themselves. The higher institution that does not admit its students to a considerable degree of freedom and progressively allow them more is missing the real reason for its existence. To my question as to why the Colonial University at Antwerp, Belgium, placed almost no restraint on the men in the final year of studies, the Director replied, "When these men are in the Belgian Congo, they will be mainly in outposts with no one near them but natives. If they cannot control themselves, we want to know it before they go."

It can easily be that in the process of working out education systems in the United States, the transfer from secondary to higher education was placed neither at the proper stage of the students' development nor at the right phase of the education process. The ease with which junior colleges have grown and have become almost integral parts of high schools indicates that lower division studies and methods of instruction are more closely connected naturally with secondary education than with advanced division work in higher education. In the minds of many, the point of change from elementary to secondary edu-

cation was not well placed and, just as easily, that between secondary and higher could have been mistakenly conceived.

Confusion Existed

That there was much confusion in our earlier educational thinking is manifest in the number of terms that in this country are applied to higher education but in other countries belong strictly or mainly to secondary education. We use "higher institutions" somewhat vain-gloriously to include all schools that give instruction above high-school levels, and yet "higher institutions" is a literal translation into English of the German words "höhere Anstalten," the general class name for secondary schools in Germany. Small wonder that many Germans think the American college and the German gymnasium are equivalent.

And that word "college." It is frequently used in England as part of the name of a secondary school. In the list of secondary schools and preparatory schools recognized by the board of education of England and Wales are 90 or more that have such names as Bowdon College, Newton College, St. Bede's College, Tettenhall College, Eastbourne College, etc. Of the 189 schools listed in the 1936 edition of the Public and Preparatory Schools Year Book, 49 bear the appellation "college." Assume that an Englishman, who is accustomed to finding the word "college" applied to secondary schools, in his reading about education in the United States comes upon a reference to the North Central Association of Colleges and Secondary Schools. He will almost surely think that the North

Central Association has in its membership nothing but schools of secondary rank.

Further, *collèges* in France, *colegios* in Spain, and *colegios* in Latin America, and collegiate institutes in Canada are all secondary schools. The baccalaureate is a secondary school diploma in nearly all Latin language countries.

Education on university levels in the United States bears so many of the labels of secondary education in other countries that our university men and women might well consider seriously the gradual adoption of a more appropriate terminology. Greater precision of language could lead to better thinking about the differences between secondary and higher education.

★ ★ ★

Welcome

Are you going to the Atlantic City convention of the American Association of School Administrators? The National Education Association reports that there will be "something for everyone" at this meeting, to be held from February 26 to March 3 in the Atlantic City Auditorium.

Many persons will pass through Washington on their way to this convention. To these persons Commissioner Studebaker and the staff extend an invitation to visit the Office of Education in the new Department of the Interior building. And while attending the N. E. A. Convention at Atlantic City, be sure to visit the Office of Education exhibit in the Auditorium Exhibit Hall. A warm welcome awaits you at Space B-25.

Ralph McNeal Dunbar is the newly appointed chief of the Library Service Division of the Office of Education. Mr. Dunbar comes to this position from Ames, Iowa. He is a graduate of George Washington University and holds an M. A. degree from Columbia University. During the current year he has completed requirements for a Ph. D. degree at the University of Chicago.



Distances Students Live From College

by John H. McNeely, Specialist in Higher Education

★★★ How far are the homes of students located from the colleges attended by them? Do proportionately more students live in close proximity to or at distances from the colleges? What differences exist between men and women students in this respect?

Special significance is attached to the answers to these questions both from the viewpoint of the students and the colleges. Students living near the colleges are enabled in most instances to remain at home while attending college. On the other hand, students living at great distances are required to separate themselves from their homes.

The satisfactory adjustment of students to collegiate environment is frequently dependent on whether they are living at home or away from home. This factor may also exert an influence in causing students to withdraw from college prior to graduation. From the viewpoint of the college, the proximity of the homes of its students determines whether the educational services of the institution are confined chiefly to the local community or are more widespread.

A Sampling Used

For the purpose of throwing light on these questions, information has been collected on the location of the homes of 15,424 students in 25 universities. These students represent the group entering the universities at the opening of the academic year 1931-32 and consist of a fair sampling of their student populations. Of the total number, 10,883 were men and 4,541 women students. The universities were distributed in the different geographical sections of the country. The data were assembled by the universities through a cooperative project in research in universities conducted by the Office of Education and financed by the Works Progress Administration in 1936.

Distribution of the students according to the location of their homes was made on the following basis: (1) Students living in the county in which the institution is located, (2) students living in the county adjoining that in which the institution is located, (3) students living in other parts of the State, and (4) students living in other States.

In general, students living in the county in which the institution is located represented those able to remain at home while attending the universities. In the case of the students living in the county adjoining that in which the institution is located, a considerable proportion of them at least was within commuting distance of the college. The homes of students living in other parts of the State and in

other States were at such distances that they were compelled to leave their homes in order to attend college.

In the figure accompanying this article, are depicted four circular zones representing these several places in which the students lived. The figure has also been partitioned into 25 segments, one for each of the universities. The names of the universities are shown at the top of the segments. Within the circular zones and within the segments is given the percentage of students living in the several places for each of the universities. A segregation is made of the universities by type of control.

Variations Wide

Great variations are found in the location of the homes of students among the individual universities, according to the figure. The percentage of students living within the county in which the institution is located ranged from 93.6 to 5.5 in the different universities. The University of Toledo with the highest percentage had approximately 94 out of every 100 of its students living within the county in which the institution is located as against about 5 out of every 100 in the Pennsylvania State College with the lowest percentage. The former is municipally controlled and the latter State controlled.

With several exceptions, the privately controlled universities had large percentages of their students living within the county in which the institution is located. This means that the greater proportion of their students was able to attend the university and at the same time remain at home. It also indicates that these universities apparently devote themselves in a larger degree to serving students living in the local community.

Highest Percentage

From 39.7 to 1.2 percent of the students in 23 of the universities lived in the county adjoining that in which the institution is located. Two of the universities did not have any such students. Boston University, a privately controlled institution, had the highest percentage with approximately 40 out of every 100 students and Massachusetts State College, a publicly controlled institution, the second highest percentage with 38 out of 100. In two-thirds of the universities the proportion of students living in the county adjoining that in which the institution is located was less than 10 percent.

Students with homes located in other parts of the State varied from 85.4 to 2.9 percent in 24 of the individual universities. There was one university without any such students.

The Pennsylvania State College and the University of Florida, both publicly controlled, had the highest percentages with approximately six out of every seven students living in other parts of the State. In all the other publicly controlled universities excepting two under municipal control, the percentage of the students with homes in other parts of the State was 38.2 or higher. Privately controlled universities with three exceptions had relatively small percentages of such students. Thus proportionately more students from the State at large attended the publicly controlled universities indicating that their educational services were State-wide in scope.

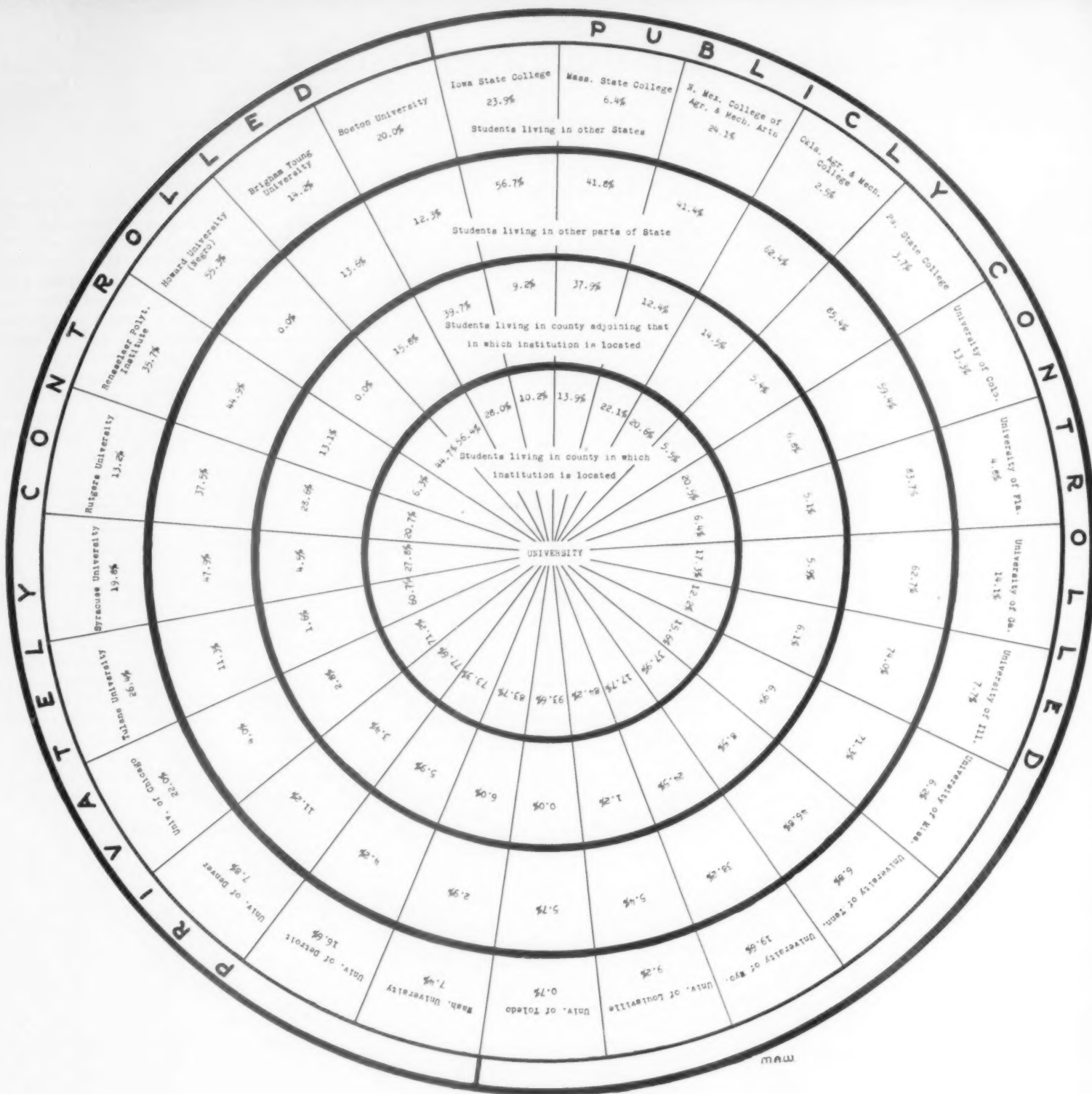
Privately Controlled Lead

With respect to students with homes in other States, the privately controlled universities had larger percentages in general than the publicly controlled. Howard University, a privately controlled Negro university, had the highest percentage with approximately four out of every seven students living in other States. In five other privately controlled universities, from one-third to one-fifth of the students came from homes outside the State. Of the publicly controlled universities there were two in which about one-fourth of the students lived in other States. In the remainder the percentages were much smaller.

Considering the 15,424 students in the universities as a whole, 32.4 percent of them lived within the county in which the institution is located, 9.4 percent in the county adjoining that in which the institution is located, 45.0 percent in other parts of the State, and 13.2 percent in other States. Hence, the homes of about one out of every three students were located in close proximity to the universities. By far a greater majority of the students, however, lived in other parts of the State or in other States and as a consequence were required to leave home in order to attend the universities. This was the case with 6 out of every 10 students.

Women Stay Nearer Home

Differences between men and women students with respect to the distances that they lived from the universities are of particular interest. The homes of 28.6 percent of the men students were within the county in which the institution is located, 9.6 percent in the county adjoining that in which the institution is located, 48.6 percent in other parts of the State, and 13.2 percent in other States. Of the women students, 41.2 percent



lived within the county in which the institution is located, 8.9 percent in the county adjoining that in which the institution is located, 36.6 percent in other parts of the State, and 13.3 percent in other States.

These percentages show that considerably more women than men students proportionately attended universities near their homes. The percentage of the women students with homes within the county in which the institution is located exceeded that of the men students by 12.6. Correspondingly, a larger proportion of the men than the women

students lived at distances from the universities necessitating their leaving home in order to attend them. The percentage of the men students with homes in other parts of the State was 12.0 greater than that of the women students. Approximately the same percentage of both the men and women students lived in other States.

Information on a possible relationship between the location of the homes of students and their withdrawal prior to graduation was

collected by the universities. This consisted of determining the extent to which students living in the several places left the institutions during the regular 4-year period without obtaining degrees. Of the total number of students who lived within the county in which the institution is located, 63.2 percent of them left the universities prior to graduation. The percentage of the students living in the county adjoining that in which the institution is located who left the universities was 56.5, of those living in other parts of the State 60.7, and of those living in other States 65.8.

Coordinating Services for Youth

by John A. Lang, Executive-Secretary, Committee on Youth Guidance, Office of Education

★★★ There is evidence in many States that youth-serving organizations are seeking closer understanding and collaboration. A significant trend in this direction is to be found in State meetings held during the past year by Federal, State, and local officials of youth-serving agencies to organize State coordinating councils for joint activity.

These State councils are voluntary in character. They have no official status and are experimental undertakings. The purpose of these councils is to foster among the participating agencies a clearer concept of the objectives and purposes of each, to discover common problems and arrive at joint efforts to meet them, and to stimulate public interest in youth conservation.

States in which coordinating councils have gotten under way include North Carolina, Missouri, Kansas, Iowa, Nebraska, South Dakota, North Dakota, Minnesota, Ohio, Maine, New Hampshire, Massachusetts, Rhode Island, and Connecticut. Among the agencies represented at meetings to organize the councils were State departments of education, State and Federal employment offices, university extension services, State apprentice-training committees, the CCC, NYA, and WPA.

Early Beginnings

One of the first State coordinating councils to be formed was that of North Carolina, which was organized at Chapel Hill, on June 10, 1936. Attending this meeting were representatives of the leading youth-serving agencies of the State and officials from five colleges, including the president of the State university. A number of officials from Federal agencies in Washington were present to note the progress and significance of the meeting. As a result of this conference a small committee was appointed to carry on coordination activities throughout the year and to report periodically on their work. A note of cooperativeness was present throughout this initial session, which the State NYA director, C. E. McIntosh, described as follows: "A more harmonious, sincere, and enthusiastic group of people has never been encountered anywhere in North Carolina."

In looking back over the past year's accomplishments of the North Carolina council, Morris E. Milner, CCC district educational adviser of the State, recently said: "Practically every one of the youth agencies gained immediate confidence regarding the benefits to be derived from concerted action, and material assistance was rendered whenever possible. . . . Almost since the first meeting of the council, I found that I had occasion to

visit first one and then another of the agencies to solicit assistance . . . and in every instance the response was most gratifying. Time, money, and effort were saved by such an arrangement."

Extensive Efforts in Midwest

Probably the most extensive efforts to organize State coordinating councils have been found in the Middle Western States. Here a group of seven States—Missouri, Kansas, Iowa, Nebraska, South Dakota, North Dakota and Minnesota—have active councils which meet monthly or semiannually. Miss Agnes Samuelson, State superintendent of schools of Iowa, recently reported that the Iowa committee "is now considering the ways in which the programs of the [youth] agencies can be better coordinated and strengthened."

W. Homer Hill, CCC corps area educational adviser at Omaha, Nebr., writes that during the past year "some 22 or 23 meetings of this [coordinating] nature have been held throughout our corps area (the Middle West), all of which have been very enthusiastically received by the people attending them. . . . The main accomplishment has been a better understanding of the goals that have been set up by the different State and Federal agencies working with youth."

The following excerpts from the minutes of the Minnesota council meeting of April 26, 1937, will afford an additional concept of the work of a typical coordinating council: "It was brought out that it would be advisable to attempt to follow through upon the plan . . . whereby the National Reemployment Service and the National Youth Administration would receive lists (of CCC discharges) from the CCC camp directors, in order that they might have more adequate information in placing youth after they were released from camp. . . . It was concluded that this group would favor the promotion of a sound apprentice program in the State for the placement of youth. . . . Mr. Lund (of the Minnesota NYA) stated that the National Youth Administration was willing to make a requisition for a field worker in this activity when the apprentice committee felt it advisable to take such action."

Summary of Accomplishments

A summary of the outstanding accomplishments of the seven Midwestern State councils during the past year presents an encouraging picture. Their accomplishments comprise the following:

1. Sharing of information among the agencies on counseling, guidance, and placement

techniques and development of improved individual cumulative record forms.

2. Joint efforts to register all unemployed youth with public employment offices.

3. Survey of vocational and apprentice training opportunities for out-of-school youth.

4. Closer collaboration between emergency educational programs and State departments of education to afford youth in emergency programs a chance to obtain school credit for courses satisfactorily completed.

5. Increase in the number of WPA and NYA instructors in the CCC educational program.

Cincinnati Metropolitan Council

A council of the youth-serving agencies in the metropolitan area of Cincinnati, Ohio, has been in operation for some time. It is known as the "Adult Education Council of Metropolitan Cincinnati." One of its present projects of particular significance is that of contacting CCC discharges returning to the Cincinnati area and extending them guidance, placement, and further training assistance.

Beginnings in New England

Interest in the coordination of youth conservation efforts has spread to New England, where councils of youth agencies have been organized for Maine and New Hampshire at a meeting in Manchester, N. H., for Massachusetts and Rhode Island at a meeting in Boston, and for Connecticut at a conference in Hartford. These preliminary sessions, which took place last fall, were devoted largely to acquainting leaders with each other and familiarizing them with the work of all youth-serving agencies, according to Joel E. Nystrom, CCC corps area educational adviser at Boston.

Recent reports indicate that these councils are already beginning to lay the ground work in New England for a better junior counseling and placement program, for improved vocational and apprentice training facilities for out-of-school youth. Representatives of these councils are interviewing business men, industrial leaders, and other employers to determine the type of training new employees are expected to have, and the results of this survey will be used to improve training and guidance methods.

A Pattern of Action

Though the efforts to organize coordinating councils of youth agencies may be scattered and experimental, they supply a pattern of

(Concluded on page 158)

Developing Agricultural Training in CCC Camps

by Howard W. Oxley, Director of CCC Camp Education

★★★ The Civilian Conservation Corps has come to be regarded as an increasingly effective agency for training young men in vocational pursuits. Last spring when Congress was considering an extension of the CCC, widespread sentiment was expressed in both houses for strengthening the vocational and general educational activities of the camps. To achieve this end, Congress wrote into the act extending the CCC that "vocational training" was to be a coordinate purpose of the corps along with "the purpose of providing employment" and "that at least 10 hours each week may be devoted to general educational and vocational training" in the camps. The act also granted the Director of CCC the authority to permit an enrollee to break his term of camp enrollment to attend "an educational institution of his choice."

The growth of vocational instruction in the camps has been noteworthy. A few years ago, a small percentage of the courses taught in camp were vocational in nature; now over half of them are. It is the feeling of CCC officials that the corps should do everything possible to acquaint enrollees with practical training and experience and afford them a rudimentary knowledge of job requirements and occupational trends.

Problems of Rural Enrollees

Since 55 percent of the enrollees now in camp are from farms and rural areas, CCC officials have come to feel that the camp vocational program should include adequate provisions to train these rural enrollees in agricultural and rural occupations. Because there are over 200,000 enrollees from this background each year, the camps are necessarily concerned with their problems and needs.

Most of us are aware of the scarcity of opportunity or outlets on the farm and in small towns. Guidance, vocational training, and job placement facilities are sparse in these areas. Enrollees from such areas have special problems, of which the camps must be cognizant. They need to provide the type of preparation which will fit these boys for rural life. They must be shown wherein they can make a "go" in their home communities by taking advantage of whatever opportunities are present there and by finding new outlets.

During the past 2 years, courses in agriculture and rural practical arts have increased steadily in the corps. Two years ago, less than 9 percent of the camps were offering agricultural courses and a smaller number of them had established agricultural projects for practical experience. According to the most recent figures, however, 34 percent of the camps



Clearing new ground.

have organized agricultural instruction and 17 percent have correlated projects.

Throughout the development of camp agricultural training, CCC officials have received the cooperation and assistance of vocational instructors in nearby schools and county farm demonstration agents.

Recently, a renewed interest in expanding camp agricultural instruction has been evidenced throughout the corps. The experience of camp advisers for the past 2 years has indicated that there is great opportunity in the camps to rehabilitate enrollees from the farm and send them back to their communities with trained skills and abilities. Moreover, the State departments of education are showing an increased interest in what the CCC is doing for rural enrollees, and they are placing a number of their agricultural instructors in the camps. With the coming of an enlarged Federal appropriation to the States under the George-Deen Act for vocational training, it appears very likely that State departments of education will want to increase the number of vocational instructors for camp service.

To stimulate the interest of State departments along this line, officials of the CCC Office of Education have been conferring with staff members of the Vocational Agricultural Division of the Office of Education, for the purpose of preparing communications to State and camp officials, setting forth the

opportunities in the camps for agricultural instruction and project activity. R. W. Gregory, specialist in Part-Time Agricultural Education of the Vocational Division of the Office of Education, has been studying the possibilities of cooperative educational activities between State education departments and CCC camps, and it is his belief that the opportunities in this field are very challenging. "After all," he contends, "enrollees in CCC camps come from home communities where as members of society they were under the jurisdiction of local and State school officials. Going to the CCC camp does not necessarily break all of the ties between the enrollee and his home community. He is still a citizen there. At best, he is at the CCC camp for only a short period, and he returns, for the most part, to his home community. Once again there, he is completely within the jurisdiction of local and State school officials. Since such a large majority of enrollees do return to their local communities, it seems reasonable to expect that their camp training and experience should be of primary concern to these school officials."

Mr. Gregory believes that effective agricultural training in the camps should include the four following provisions:

1. Courses of training which will make it possible for the individual to earn a better living on the farm. Such courses are

grounded on the live-at-home policy. Vegetable gardens, poultry, pigs, fruits, and more attractive surroundings are to be encouraged.

2. Development of skills and abilities in farm-land improvement. Soil conservation, terracing, surveying, and sodding are to be taught.
3. Development of skills and abilities in the practical arts of rural life. As supplementary ways for the rural youth to earn a livelihood, general vocational training appropriate to rural areas and conditions should be given in such basic trades as carpentry, masonry, plumbing, automechanics, tractor operation, black-smithing, and electric wiring.
4. Training in productive enterprises which may be developed as farm specialties such as dairying, poultry raising, baby beef, and truck gardening.

The goal of these four steps is to assist the enrollee in becoming adjusted and progressively established in rural life. Not only must the young man be trained in agricultural pursuits but he must have a working knowledge of trades and crafts related to agriculture and country life. The individual's vision of the future must be broadened. He must have more than one way to earn a living.

Danville Demonstration

To ascertain the steps involved in setting up a well-balanced agricultural training program in a CCC company, the Vocational Division of the Office of Education and the CCC Office of Education are cooperating with the CCC Third Corps Area Educational Adviser and the Virginia State Supervisor of Vo-

cational Agriculture in developing a demonstration program for Company 2385 near Danville, Va. The following procedure has been used:

1. Survey of opportunities in camp and surrounding community to afford agricultural instruction.
2. Survey of camp overhead personnel to secure instructional assistance.
3. Analysis of the background, experience, and training of those enrollees wishing agricultural training in order to fit camp instruction to their needs and interests.
4. Survey of instructional facilities available, such as tools, machinery, shop space, and libraries.
5. Ascertainment of number, frequency, time and nature of classes.
6. Securing the services of a vocational agricultural instructor, on a part-time basis, from a nearby high school.
7. Relating instruction on the camp work project and the services of the camp overhead personnel to the agricultural program.
8. Organization of an individualized program for each enrollee participant to include training in truck gardening, poultry, hog raising, land improvement, and home crafts.

The experimental project at the Danville camp represents one of many efforts now under way throughout the country to effect a closer relationship between camp education and vocational instruction in the public schools. It is to be greatly hoped that these undertakings will pave the way toward a more natural tie-up between the camps and the schools.

From many of those who have already taken part in these cooperative efforts come very encouraging letters. "I think that without

any question at all," writes a Missouri vocational agricultural instructor, "vocational teachers should lend a hand and be encouraged financially and otherwise by their State departments to carry on systematic instruction in CCC camps."

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California Reports on Adult Education

As a souvenir of Pacific Southwest Conference on Adult Education held in Los Angeles November 12-13, 1937, The California Association for Adult Education has just issued a 22-page booklet, giving an overview of adult education in that State. The booklet includes a number of full-page and half-page photographs illustrating adult activities carried on in Los Angeles evening high schools. The adult education program described in this bulletin is based on the assumption that education is life-long learning, and much of the material is taken from the annual report, dated September 1937, of the superintendent of schools of Los Angeles.

During the past school year Los Angeles conducted a total of 1,132 classes for adults. Of these 22.9 percent dealt with business and commercial subjects; 14.5 percent with avocational subjects; 6.9 percent with Americanization subjects; 22.8 percent with trade and industrial subjects; 2.5 percent with social science subjects; 6.8 percent with home economics subjects; 7 percent with physical education subjects; and 16.6 percent with general education subjects.

The report deals critically with the practice of giving instruction during adolescence in activities that do not function till adulthood. The report says: "Much schooling has been predicated on the idea that the child is a miniature adult, that things can be learned at 8, 10, or 15 which will answer the questions and solve the problems that present themselves at 25, 35, or 45. Educational experience, however, has gradually changed this point of view. Problems of vocation, of health, of government, of family life, cannot be solved for individuals in high school or college today for use 10 or 20 years hence. This situation accounts for a rugged and rapid growth of adult education.

"In the public school, little actors rehearse the play. They learn their lines. The curtain rises 10 or 20 years hence. Alas, a tragedy occurs. Each faces an unexpected scene. He is surprised by actors whom he had not seen before, and worst of all, he is faced with an entirely unsympathetic audience. The plot is changed; the old director has passed away; the actor finds he must be recast in a role for which he has had no preparation. He stands confused with outmoded ideas and in a tempo of life which demands quick action. He must learn a new part for a modern stage—for the play must go on."

MARIS M. PROFFITT

A CCC truck garden.





EDITORIAL



SCHOOL LIFE

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JANUARY 1938

On This Month's Cover

Brimful of life, the spirit of childhood pictured on SCHOOL LIFE's cover for January is symbolical of a New Year. And may the New Year 1938 be brimful of life—of inspiration, of understanding, of courage, of devotion, of happiness—for all, is our sincere wish.

Among the Authors

DR. THOMAS PARRAN, Surgeon General, United States Public Health Service, is the author of an article in this issue, entitled *Educating the Nation Toward Health*. Dr. Parran emphasizes the value of citizen interest and states, "I am convinced that our efforts in national health education must be directed toward creating, supporting, and putting to use this citizen interest in the national health program." You will want to read Dr. Parran's timely and valuable article.

ASSISTANT COMMISSIONER BESS GOODYKOONTZ discusses *Effective Relationships for Progress in American Education*. In this discussion which she presented before the Home Economics Section of the recent American Vocational Association convention. Dr. Goodykoontz emphasizes that organized education needs to provide for all or most individuals an understanding of the world's work, the development of work habits, an acceptance of good work standards, wholesome attitudes toward work and toward workers, dependable information about specific vocations, a choice of work, job training, and placement.

A Unified Plan of Education

THE SUGGESTION that vocational education should be fitted into a unified plan of total education seems to me to be in line with modern proposals for revising the school curriculum. Today, educational leaders who are giving special attention to the study of activities that should be included in the school program are increasingly pointing to the need for a functional program of instruction based upon large areas of life activities rather than upon highly separated subject-matter courses.

These large areas, of which an important one should be vocational life, would constitute the core of the curriculum in which the present school subjects would be merged and integrated in the educational experiences included for student activities. Vocational education lends itself most appropriately to such a treatment. It would be a most important area in a curriculum built upon fundamental human desires and activities.

In fitting vocational education into its proper place in a unified plan of education, I believe there should be mutual benefits for both vocational education and so-called general education. On the one hand, vocational education provides materials and methods to enrich and vitalize general education. On the other hand, vocational education would be strengthened by the modifications in general education which are bound to follow such an integration.

Surely, vocational education when properly conceived has a very direct relation to general education. It provides the basis upon which many young people must build their personality development. This is only another way of saying that vocational education rightly conceived is rich in its significance for general education.

Every civilization has had a dominant element. The dominant element in our civilization is industry, in which the machine is conspicuous. Industry and the machine are largely determining our social order. No one can claim to be cultured in his civilization who neglects to study the dominant element, with its resulting social pattern. Insights, attitudes and forms of behavior that may be realized through proper provisions for vocational education and the practical arts are essential not only for gainful employment but for a claim to culture.

General education, in my opinion, cannot really achieve its purposes until it is permeated with a spirit of genuineness and reality in its relation to life situations. Studying about something must be supplemented by the means of working with that something wherever possible. The compelling interest in preparing oneself to earn a living should be utilized far more widely than it is. English teachers should use it; social science teachers should use it; chemistry teachers should use it. The whole secondary school faculty in a measure should become vocational teachers. Likewise, the members of the vocational education staff should comprehend their function as teachers of general education.

There are not two kinds of education applicable to most secondary school students. There is an educational program needed, not two programs. That program should rest upon all those interests which stir the lives of adolescents.

I trust that during the coming year, increased progress will be made toward a unified plan of total education and that lines of demarcation between so-called general education and vocational education will be further removed.

J. W. Studebaker
Commissioner of Education.

JAMES F. ABEL, Chief, Division of Comparative Education, discusses in this month's issue of *SCHOOL LIFE*, the *Successive Stages of Education*—elementary, secondary and higher. Dr. Abel points out that better knowledge of the laws of mental and physical development, improved methods in education, and different conceptions of what the education process should be, all have a direct bearing upon the successive stages of education. In a future issue of *SCHOOL LIFE*, Dr. Abel will present an article dealing with "When Specialization Begins."

C. M. ARTHUR, research specialist, Vocational Education Division, Office of Education, gives a first-hand high spotting of the recent American Vocational Education Convention, held in Baltimore. Mr. Arthur quotes from a few of the many interesting speakers on the program.

JOHN MCNEELY, specialist in the Higher Education Division of the Office of Education, gives an interesting report on a study of *Distances Students Live from Colleges*. This material is based upon information collected on the location of the homes of 15,424 students in 25 universities distributed in various geographical sections of the country. You may like to study the *big wheel* accompanying this article.

JOHN A. LANG, executive secretary of the Committee on Youth Guidance, Office of Education, discusses *Coordinating Services for Youth*, and in his article he gives helpful information on some of the efforts toward organizing coordinating councils of youth-serving agencies. Mr. Lang emphasizes the value of such coordination as these councils may develop.

On Your Calendar

Several thousand American educators will meet when various departments of the NATIONAL EDUCATION ASSOCIATION convene in Atlantic City, N. J., during the last week in February and the first in March. Many other educational groups will meet in Atlantic City at the same time.

THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, formerly the Department of Superintendence, gathers February 26-March 3. Afternoon group meetings will discuss education for adjustment, vital relationships, improvement of public schools, the expanding program of industrial education, the curriculum, and youth problems. On Tuesday morning, March 1, the association's commission on youth problems will present the 1938 yearbook, devoted to the difficulties confronting American youth today and ways of meeting them.

THE AMERICAN COUNCIL OF GUIDANCE AND PERSONNEL ASSOCIATIONS and the NATIONAL ASSOCIATION OF DEANS OF WOMEN will meet

February 23-26 to discuss the chief goals of education and the coordination of educational personnel services.

The program of the DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION, opening February 28 and ending March 2, develops the theme of "The Nature and Importance of Cooperation Both in Democratic Living in General and in the Development of Instructional Programs for Youth." After general discussion of the importance and techniques of cooperation in democracy and in instruction, groups will take up illustrations of cooperative practices in developing many types of instructional programs.

The discussions of the DEPARTMENT OF TEACHERS COLLEGES, meeting February 25 and 26, will center about the topics "Defining the Modern Teachers College" and "Extra-Campus Relationships." Among the speakers will be George F. Zook, Edgar G. Doudna, Helen Caldwell Davis, and Joy Elmer Morgan.

THE NATIONAL ADVISORY COUNCIL ON SCHOOL BUILDING PROBLEMS, meeting on February 26, will hear William Lescage, noted American architect, speak on planning school buildings to meet the needs of children, and Lee Simonson, of the Theatre Guild, on planning the school auditorium as the Little Theatre of the community.

THE NATIONAL VOCATIONAL GUIDANCE ASSOCIATION, meeting February 23-25, will

consider clinical procedure as a unifying factor in guidance, new developments in guidance, the guidance of out-of-school youth, and the unification of guidance service through integration of vocational guidance, vocational training, placement, and follow-up.

Other educational groups which convene in Atlantic City at this same time are: American Educational Research Association, Association of Departments of Education in State Universities and Land-Grant Colleges, Civics Research Institute, National Association for Art Education, National Association for Research in Science Teaching, National Association for the Study of the Platoon School Organization, National Association of High School Supervisors and Directors, National Association of Principals of Schools for Girls, National Council of Teachers of Mathematics, National Council on Elementary Science, National Federation of State High School Athletic Associations, National Society for the Study of Education, National Society of College Teachers of Education, and the Supervisors of Student Teaching.

National educational conferences to be held in other cities are:

AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICAL EDUCATION. *Chicago. February 14 and 15.*

PROGRESSIVE EDUCATION ASSOCIATION. *New York City. February 25-27.*

● RADIO and SCREEN

Teaching With Films

Three articles by Mark A. May, chairman of the advisory committee on the use of motion pictures in education, were published in the October 16, October 30, and December 4 issues of *Scholastic*. The articles survey the history and the immediate future possibilities of educational employment of the motion picture and explain the experiment now in progress to determine the rich educational material which exists in current commercial films.

Use of Educational Sound Film

A book entitled "How to Use the Educational Sound Film," by M. R. Brunstetter, should stimulate greater interest in the training of teachers in the use of audio-visual aids. For information write The University of Chicago Press, 5750 Ellis Avenue, Chicago, Ill.

The Classroom Radio

A new book entitled "Radio in the Classroom" written by Margaret Harrison, radio consultant, Progressive Education Association, has just come from the press. The book analyzes practical methods and techniques for utilizing radio programs in the classroom based on 3 years of intensive experimentation in 10 representative schools. For further information write Prentice-Hall, Inc., 70 Fifth Avenue, New York, N. Y.

How can I make radio-program listening more effective in my classes? If you are interested in this problem you will find a very interesting discussion and many helpful suggestions in an article by R. R. Lowdermilk entitled "Preparing Classes for Radio," which appeared in the November issue of *The Ohio Radio Announcer*. The *Announcer* may be obtained from the bureau of educational research of the Ohio State University, Columbus, Ohio.

Radio Program Helps

Radio Station WSM, Nashville, Tenn., has published a booklet titled "Helps in Building Radio Programs." School groups and civic organizations planning to present radio broadcasts will find these "Helps" to be very useful. For further information write to E. M. Kirby, Educational Director, WSM, Nashville, Tenn.

Visual and Auditory Aids

A list of some of the principal sources of visual and auditory aids and equipment for instructional use in schools, including a bibliography of composite lists of educational films, was recently published by the Office of Education. If you are interested write for Pamphlet No. 80 and address your request to the Superintendent of Documents, Washington, D. C. The price is 10 cents.

GORDON STUDEBAKER



New Government Aids FOR TEACHERS

by MARGARET F. RYAN



FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C. enclosing remittance (check or money order) at time of ordering

● Secretary of the Interior, Harold L. Ickes, in his annual report to the President of the United States for the fiscal year ending June 30, 1937, on the achievements, activities, programs, and plans of the Department of the Interior again recommends that the name of the Department be changed to that of the Department of Conservation. For your copy of his report send 50 cents to the Superintendent of Documents, Washington, D. C.

● Corn-hog farmers of the North Central States who are worried by soil losses and declining fertility will find practical answers to many of their erosion problems in Farmers' Bulletin No. 1795, *Conserving Corn Belt Soil*. Sections of the bulletin are devoted to such measures as contour cultivation, strip cropping, cover crops, and terraces. A free copy of this bulletin will be mailed upon request to the Department of Agriculture.

● *Modern Metalworking with the Oxy-Acetylene Flame*, a new 2-reel silent motion-picture film depicting the construction and operation of the oxy-acetylene torch and the oxy-acetylene process for joining and severing metals, is the latest addition to the Bureau of Mines film library.

Reel 1 illustrates how acetylene, the fuel gas for the oxy-acetylene flame, is produced by the chemical action of water and calcium carbide and how oxygen, the gas that supports the combustion of acetylene, is utilized in producing the oxy-acetylene flame of approximately 6,300° F. By means of animated drawings and photography every phase of the construction and operation of the "blowpipe," including pressure gages and adjusting screws, as well as the utilization of the oxy-acetylene flame, is shown graphically.

Reel 2 illustrates the use of the oxy-acetylene process in cutting and welding metals, repairing damaged metal appliances, bronze-welding joints, welding pipe lines, and in the construction of all-metal automobile bodies. Scenes showing the use of oxy-acetylene cutting machines in shop and foundry practice and the flexibility, economy, and dependability of the oxy-acetylene process conclude the story of this universal tool of all industry.

Copies of this film in 16- and 35-millimeter sizes may be had for exhibition by schools, churches, colleges, civic and business organizations, and others interested. Applications for the film should be addressed to the Bureau of Mines Experiment Station, 4800 Forbes

Street, Pittsburgh, Pa. No charge is made for the use of the film, although the exhibitor is asked to pay the transportation charges.

● Results of a study undertaken at the request of the President to ascertain why accidental injury rates in the Federal Service are higher than those in private industry are presented in *A Safety Program for the National Park Service, Office of Indian Affairs, and Bureau of Reclamation*. Safety programs for accident prevention and fire protection are recommended for each of the three Governmental agencies included in the study. 10 cents.

● The motion-picture film, *Reclamation and the CCC*, is now available in three reels, sound, 16- and 35-millimeter sizes. A four-reel silent version is to be released shortly. Write to the Bureau of Reclamation, United States Department of the Interior, Washington, D. C.

● *Women in the Economy of the United States of America*, a factual study of the opportunity for a livelihood and experiences of women under labor legislation, was prepared by the Women's Bureau at the request of representatives of 10 large national organizations of women who were not equipped to do the work themselves, but desired that such a report should be sent in answer to a request of the International Labor Office for such information. Price, 15 cents.

● In *Public Health Reports*, Volume 52, may be found the following articles: Kentucky's Plan for State-Wide Public Health Education, No. 44, p. 1530-35; General Aspects and Functions of Sick Benefit Associations, No. 45, p. 1563-80; Rural Health Services in the United States, 1932-1936, No. 47, p. 1639-66; Directory of Whole-Time County Health Officers, 1937, No. 47, p. 1667-80. Each number, 5 cents.

● *The Farm Outlook for 1938*, Bureau of Agricultural Economics, Miscellaneous Publication No. 298, gives in brief form facts and general information that may be helpful to farmers planning for 1938 operations. Cash crops, such as cotton, wheat, and tobacco; feed crops, such as corn, oats, and hay; and livestock and livestock products, as hogs, beef cattle, and sheep and lambs, are included.

● Data on the organization, administration, activities, personnel, and publications of the

Ohio State Department of Welfare, including the development of local public welfare services and care of dependent, delinquent, mentally handicapped, and physically handicapped children, are presented in *A Historical Summary of State Services for Children in Ohio*, Children's Bureau Publication No. 239, Part I. Price, 10 cents.

● *International Transfers of Territory in Europe*, State Department Publication 1003, deals with international transfers of territory in Europe following the World War and the Balkan Wars of 1912-13. Part I treats of countries that lost territory (Austria-Hungary, Germany, and Russia). The pre-war major and principal minor political divisions are listed, as in official publications of the countries concerned; the present sovereignty of each is indicated, and if it has been divided between two or more countries the proportional distribution is given. Names are given as of both 1910-14 and the present.

Parts II and III treat of the countries that acquired territory (e. g., Belgium) and the newly established states (e. g., Czechoslovakia and Poland), and indicate for each political division listed, the country from which the territory was acquired; names are given as of both the present and 1910-14.

Part IV treats of the countries of the Balkan Peninsula, covering the changes in boundaries following the Balkan Wars of 1912-13 as well as the World War.

Six maps in color show the former and present international boundaries and the boundaries of certain political subdivisions.

Remittance (\$1.25) should be made by check or postal money order, payable to the Superintendent of Documents, Government Printing Office, Washington, D. C.

● *The Response of Government to Agriculture*. An account of the origin and development of the United States Department of Agriculture on the occasion of its Seventy-fifth anniversary—contains among others the following chapter headings: Plant exploration and adaptation, Breeding better plants and animals, Battles against livestock diseases, Chemistry—A basic agricultural science, The insect peril, Growth of forest care, Guarding the food and drug supply, The weather services, Economic information, and conserving soil and water. An agricultural chronology from 1776 to date is appended. The bulletin sells for 15 cents a copy.

Education's Outlook

In the recently published annual report of the Commissioner of Education to the Secretary of the Interior,¹ attention is focused upon some of the year's most significant trends in education. Below are presented a few excerpts from the document:

★★★ Outstandingly, the horizons of activity of the schools are continually being expanded to include the out-of-school group. At the elementary-school level this tendency is showing itself in increasing emphasis on nursery schools and kindergartens and the related subject of parent education. At the high-school-level encreasing attention is being given to the needs of young people who have dropped out of school, whether at the end of the compulsory school age, before completion of the high school course, or after being graduated from high school. The facilities for their future education most often involve some plan for part-time education, such as night school, part-time day school, cooperative classes, correspondence instruction, and programs combining work and study. In the past, these part-time programs have emphasized chiefly the vocational motive. There seems, however no reason why part-time programs cannot be more fully developed to serve other important objectives, such as good citizenship, improved home membership, and worthy use of leisure time.

In Public Schools

Conservation education.—A service in conservation education was organized during the year in the Office of Education in response to growing demands from schools throughout the country for consultative service and for teaching materials in this field. The plans for immediate service include: (1) A brief survey of work underway in conservation in schools and school systems; (2) preparation of bibliographical material for use in secondary schools; (3) an exploratory conference on conservation education; (4) preparation of suggestive curricular material and teaching guides. Of these the first-named project has been completed and the report printed. Several bibliographies are being prepared. It is hoped that on this foundation an increasingly constructive service in conservation education can be developed.

In schools throughout the country conservation education is gaining ground, as indicated by the following facts: (1) It is included with increasing frequency in the instructional programs of elementary and secondary schools, especially in courses of study in science and the social studies. The subject matter is organized in activity units around important science concepts and themes, and as topics

and problems in units of the social studies groups, particularly geography and history. Conservation problems furnish topics suitable for activity units at all school levels in both material and human resources. (2) In universities, instruction in subjects related to the use of natural resources and other background studies is increasingly being pointed toward conservation. Teacher-training institutions are realizing the need for teachers prepared to teach the subject and are offering special courses, both during the regular year and as short sessions in summer terms. (3) State departments of education in a number of States issue bulletins devoted directly to general instruction in conservation, or prepared to promote special phases of conservation education, such as studies in forestry, wildlife studies, and observance of Arbor Day, bird day, or conservation week.

Curricular and other interests.—Interest in the curriculum continues to be a strong motive in both elementary and secondary education. This interest was for a time somewhat submerged by the necessity for retrenchment in school expenditures. That it was not submerged is indicated by the speed and the vigor with which it has returned, under the stimulus of State and local school agencies.

In the field of adult education the past year has shown trends to regard educational provisions for adults as part of a regular continuing program for the preparation of the individual for full participation in the society in which he lives. There are evidences of a developing philosophy of adult education that will be effective in defining and establishing its place in American education and in making it an integral part of a publicly supported program.

There is a growing realization that education for effective adjustment to society must give more attention to the individual pupil than has been done under our "mass" system of education. There is thus an increasing tendency in the public schools to provide services for the individual pupil that will aid: In adjustment to school conditions, in orderly progress through school, in the discovery of attitudes and interests that give promise of desirable development, in the early discovery of antisocial attitudes and forms of behavior, in the selection of educational courses, in making a vocational choice, and in placement and adjustment in employment.

The contribution that the industrial arts can make toward the realization of generally accepted educational objectives occupied an important place in the discussion of curriculum problems.

The high death and injury rate from automobile accidents has stimulated the development of systematic instruction in safety in all its aspects. Numerous courses of study on the subject are being used throughout the country.

Efforts are being made by those engaged in the medical work of schools to see that such work is improved and that public funds spent for this work be more effectively administered. There has been a growing interest in the introduction and improvement of instruction in hygiene in the high-school grades.

Increased interest in character education has resulted in measures to correct and prevent behavior difficulties. Such measures include classes for adults in family relationships, character education curricula, and personal guidance.

Significant among educational developments for handicapped children is the growing conviction that they are a responsibility of the secondary school as well as of the elementary school. Special provision for mentally or physically handicapped pupils of high-school age has in the past been made only in connection with the special classes organized in elementary schools or through segregated schools. A study made during the past year, however, reveals that the high schools are caring for an increasing number of these adolescents through an adjustment of curriculum and equipment to meet their needs. Such a development is but a reflection of the educational principle that the high school exists for all adolescents who can attend day school, regardless of their academic or physical limitations, and that it should plan its program accordingly.

During the year, 44 State legislatures met in regular session and enacted important legislation touching upon many phases of education. The most significant of these acts pertained to school financing. A number of States are assuring a much greater share of the cost of a foundation education program than heretofore; others have strengthened plans which previously had been made for State participation in school support but which lacked effectiveness in the production of adequate revenue. Provisions made during recent legislative sessions for special State taxes to be levied in whole or in part for the benefit of the public schools will undoubtedly raise education standards in financially weak areas of several States and consequently the average standards for such States.

More than the usual amount of legislation concerning teacher welfare has been enacted during the past year. This falls into two

¹ Annual Report of the Secretary of the Interior for the fiscal year ending June 30, 1937.

general types: (1) Provisions for the retirement of aged teachers and (2) teacher tenure designed to give permanency and stability to the teaching profession.

Rural education.—In considering the present outlook in rural education the following trends are significant: (1) The abandonment of one-teacher schools and their replacement by larger centralized schools; (2) the disproportionate increase of the number of rural children attending high schools; (3) the growing disparities in the economic welfare of urban and rural teachers; and (4) marked improvements in the training status of the latter.

During the past 4 years the number of 1-room schools has been reduced by 10,169, or about 7 schools per day. During the same period the number of rural schools offering high-school work has been increased by 883, or 5.3 percent, but the number of children attending high school in rural communities has been increased by 764,513 pupils, or 53.2 percent. The salary situation is less encouraging. In the past 4 years rural teachers' salaries were cut approximately 20 percent while those of city teachers were cut only about 10 percent. Over a 15-year period statistics show wider and wider disparities between the salaries of these two classes of teachers. Despite this fact great progress has been made in the improvement of scholastic qualifications. Even in the 1-room schools nearly half of the teachers now report 2 years or more of college work, a proportion which nearly doubled during the past 5 years. State certification standards are rising and teacher tenure is improving. If, with these improvements, teachers' salaries and the financial support of rural schools generally can be improved, conditions will be promising for the development of a richer program of education for rural children.

In Colleges and Universities

Conditions in higher education have shown steady improvement during the past year. The latest reports show a slight reduction in the number of higher educational institutions in this country, notwithstanding an addition to the list of seven new liberal arts colleges and four teachers colleges. The total number of higher institutions of learning as of June 30, 1937, is given at 1,688 as against 1,704 for the year preceding.

College enrollments have increased in nearly 600 accredited institutions for which reports are available. This increase appears to be general throughout the country. In the institutions reporting, full-time enrollments increased in 1936-37 over the year preceding 6.5 percent; and total enrollments have increased 7.5 percent.

According to partial reports, the number of staff members employed in colleges and universities is now nearly back to normal and salaries in a large proportion of institutions, have been restored to former levels.

Many universities and colleges continue to

study curriculum problems that are partly the result of the depression. There is a tendency to weed out the less necessary courses of study, to integrate departmental activities, and to stress the importance of the more general studies.

Professional education seems to have held its own during the past year. Enrollment gains were indicated in medicine and law, and only slight losses were shown for theology, dentistry, pharmacy, and teacher education. Demands for well-educated elementary teachers increased materially.

A new approach to the accrediting of colleges recently exemplified by the methods of the North Central Association of Colleges and Secondary Schools is shown also in the procedures of the Engineers' Council for Professional Development. The council began during the past year a survey of curricula in engineering schools. The survey considers particular curricula rather than the school as a whole, keeping in mind the State laws governing the licensing of engineers for professional practice.

The National Youth Administration has continued the college student-aid program initiated by the Federal Emergency Relief Administration. This has not only helped many students, but has also served to stabilize the incomes of colleges that were largely dependent upon tuition fees.

Federal Educational Activities

The scope of Federal activities with respect to education manifested itself along many different lines of action during the year. In addition to the accrued normal functions of the Office of Education, it has continued the five national education projects which were inaugurated by a grant of emergency funds the previous year, namely, the study of local school-administrative units; surveys of vocational education and guidance of Negroes; educational radio project; cooperative university research project; and public-affairs forum project.

Federal education activities were carried on also by a number of new or supplementary Government agencies. The W. P. A. has continued to allot funds to support educational programs for adults through day and evening schools and Americanization classes, and also for young children through nursery schools. These programs, initiated in 1933 and directed or sponsored by public school authorities, have continued to serve age levels for which public schools have not hitherto assumed full responsibility.

The National Youth Administration provides assistance for boys and girls 16-25 years of age in continuing their education in high schools and colleges. The Federal Emergency Administration of Public Works continued to make grants and loans to public school districts for school buildings.

During the year the President created an

Advisory Committee on Education, the original purpose of which was to consider the problem of vocational education. Later this committee was enlarged and assigned the function of studying the whole relationship of the Federal Government to the problem of education in general and to make a report and recommendations on the subject.

Recent congressional action concerning education in the several States consisted principally in the inclusion in the Interior Department appropriation bill of approximately \$14,500,000 for the further development of vocational education as provided under the Smith-Hughes Act and acts supplementary thereto, including the George-Deen Act of June 8, 1936.

Vocational Education

A consistent growth has taken place in the vocational education program carried on under Federal grants, since its establishment under the Smith-Hughes Act, in 1917, as evidenced by the increase in enrollment in vocational schools from year to year. Similarly, the growth of the vocational rehabilitation program may be measured by the increase in the number of disabled persons rehabilitated since the inception of this program under the Federal Vocational Rehabilitation Act of 1920.

Enrollments in vocational schools operated under State plans, in agriculture, trade and industry, and home economics, increased from 164,123 in 1918 to 1,381,701 in 1936 and probably exceeded 1½ million for the fiscal year ending June 30, 1937.

Of the total number enrolled in 1936, 391,000 in round numbers were farmers, trade and industrial workers, and homemakers taking instruction in subjects related to their daily employment; 334,000 were youth employed in these three fields and attending part-time classes; and 656,000 were boys and girls attending full-time classes.

More than 10,300 persons disabled through accident, illness, or congenital causes were prepared for and placed in employment as self-supporting individuals in 1936, under the vocational rehabilitation program carried on in 45 States. This is an increase of more than 900 over 1935, and of 4,700 over 1933. In this particular it should be noted that the marked increase in the number rehabilitated during the past 3 years is attributable to supplementary Federal funds made available through the Federal Emergency Relief Administration and the Works Progress Administration, and more recently through the supplementary annual appropriation of \$841,000 provided under the Social Security Act.

State reports for 1936 show that in addition to the 10,338 persons rehabilitated, 44,625 disabled persons in process of rehabilitation were being carried on the rolls at the close of the year.

(Concluded on page 146)

Schools and School Buildings

by Emery M. Foster, Chief, Statistical Division

★★★ The definition, as used for statistical purposes, of a school, is: A school is a group of pupils organized as one unit under one or more teachers to give instruction of a defined type.

This definition is further expanded as follows:

A school, for reporting purposes, is either a one-room school employing only one teacher, or a school of two or more rooms usually housed in the same building, and usually having a principal or head teacher in charge. In case an elementary school and a high school are housed in the same building, they are counted as two separate schools. In buildings having more than one teacher, each room used should *not* be considered a school.

A school may be located in one or more buildings. The number of buildings does not determine the number of schools. A group of buildings close together and under one principal may house one school as defined.

Those schools established by direct authority of the State and supported by public funds from the local unit or the State are classified as *public schools*; those schools established by an agency other than the State or its subdivisions and *not* supported by public funds but presumably recognized by the State are classified as *nonpublic schools*.

Elementary schools may include the nursery school, the kindergarten, and any combinations of grades beginning with the nursery school, the kindergarten or the first grade and up to the secondary school level. Elementary school grade combinations in the respective States are dependent upon the beginning grades of the elementary school and the secondary school organizations. An elementary school may include combinations from the nursery school through the eighth grade and, in a few instances, the ninth grade.

Secondary schools may include 6 or 7 to 13 or 14 or combinations thereof. Secondary school combinations in the respective States are dependent upon the beginning and ending grades of the secondary school organizations.

Number of Public-School Buildings

Using the above definition of a school and the latest figures available, there are estimated to be 232,174 elementary schools and 24,714 secondary schools in the public-school systems, distributed by States, as shown in the following table. There are 132,813 of the elementary schools of the one-room type.

By using the data in *Statistics of State*

Number of public elementary and secondary schools

State	Elementary	Secondary	Total
Alabama	5,158	447	5,605
Arizona	674	66	740
Arkansas	4,830	553	5,383
California	8,287	624	8,911
Colorado	2,780	261	3,041
Connecticut	1,101	109	1,210
Delaware	238	35	273
District of Columbia	151	25	176
Florida	2,409	324	2,733
Georgia	6,197	622	6,819
Idaho	1,583	183	1,766
Illinois	13,481	1,053	14,534
Indiana	3,354	850	4,204
Iowa	11,723	991	12,714
Kansas	9,037	749	9,786
Kentucky	7,873	758	8,631
Louisiana	2,837	425	3,262
Maine	2,318	227	2,545
Maryland	1,434	204	1,638
Massachusetts	2,359	420	2,779
Michigan	8,124	790	8,914
Minnesota	8,455	566	9,021
Mississippi	5,623	768	6,391
Missouri	10,050	978	11,028
Montana	3,149	215	3,364
Nebraska	7,786	700	8,486
Nevada	284	40	324
New Hampshire	809	109	918
New Jersey	1,881	230	2,111
New Mexico	885	150	1,035
New York	10,988	1,006	11,994
North Carolina	4,635	864	5,499
North Dakota	5,403	531	5,934
Ohio	5,701	1,337	7,038
Oklahoma	5,730	873	6,603
Oregon	2,044	299	2,343
Pennsylvania	11,244	1,211	12,455
Rhode Island	394	41	435
South Carolina	3,332	384	3,716
South Dakota	4,978	376	5,354
Tennessee	6,495	655	7,150
Texas	12,126	1,580	13,706
Utah	586	143	729
Vermont	1,313	95	1,408
Virginia	4,791	514	5,305
Washington	2,093	355	2,448
West Virginia	5,939	369	6,308
Wisconsin	8,108	491	8,599
Wyoming	1,404	118	1,522
United States	232,174	24,714	256,888

Number of public-school buildings

State	Buildings having elementary schools only		Buildings housing elementary and secondary schools	Buildings housing secondary schools only
	1-room type	More than 1 room		
Alabama.....	2, 438	2, 433	287	160
Arizona.....	145	500	29	37
Arkansas.....	2, 655	1, 671	504	49
California.....	1, 519	6, 577	191	433
Colorado.....	1, 664	959	157	104
Connecticut.....	305	762	34	75
Delaware.....	111	96	31	4
District of Columbia.....	2	148	0	25
Florida.....	640	1, 559	210	114
Georgia.....	2, 972	2, 675	550	72
Idaho.....	733	713	137	46
Illinois.....	9, 925	2, 988	568	485
Indiana.....	1, 363	1, 273	718	132
Iowa.....	9, 115	1, 736	872	119
Kansas.....	6, 777	1, 875	385	364
Kentucky.....	5, 537	1, 648	688	70
Louisiana.....	1, 312	1, 164	361	64
Maine.....	1, 612	553	153	74
Maryland.....	651	634	149	55
Massachusetts.....	328	1, 859	172	248
Michigan.....	5, 124	2, 349	651	139
Minnesota.....	6, 797	1, 197	461	105
Mississippi.....	2, 763	2, 205	655	113
Missouri.....	7, 357	1, 909	784	194
Montana.....	2, 538	457	154	61
Nebraska.....	5, 958	1, 259	569	131
Nevada.....	192	69	23	17
New Hampshire.....	424	316	69	40
New Jersey.....	223	1, 571	87	143
New Mexico.....	611	166	108	42
New York.....	7, 251	2, 961	776	230
North Carolina.....	1, 168	2, 771	696	168
North Dakota.....	4, 077	822	504	27
Ohio.....	2, 451	2, 369	881	456
Oklahoma.....	2, 500	2, 495	735	138
Oregon.....	1, 121	747	176	123
Pennsylvania.....	5, 855	4, 623	766	445
Rhode Island.....	52	332	10	31
South Carolina.....	1, 147	1, 911	274	110
South Dakota.....	4, 441	201	336	40
Tennessee.....	2, 799	3, 175	521	134
Texas.....	2, 787	8, 167	1, 172	408
Utah.....	53	443	90	53
Vermont.....	919	321	73	22
Virginia.....	2, 400	1, 964	427	87
Washington.....	794	1, 125	174	181
West Virginia.....	3, 786	1, 944	209	160
Wisconsin.....	6, 529	1, 222	357	134
Wyoming.....	892	426	86	32
United States.....	132, 813	81, 340	18, 020	6, 694

School Systems on the total number of school buildings and data in *Statistics of Public High Schools* on the number of high schools and the number of buildings used for high-school purposes only, it is possible to estimate the number of school buildings used for elementary purposes only, for high-school purposes only, and for elementary and high-school purposes. Of the 238,867 public-school buildings, 214,153 were used for elementary purposes only, of

which 132,813 were one-room buildings and 81,340 were buildings with more than one room. There were 18,020 buildings used for elementary and part or all of the high school, and 6,694 buildings used for high-school purposes only, including junior, junior-senior, senior (regular 4-year or less) and vocational. These figures are estimates from the latest data available and the distribution by States is given in the accompanying table.

Education's Outlook

(Concluded from page 144)

Education in C. C. C. camps.—Reports to the Office of Education indicate that States and local communities are making their vocational education programs available to enrollees in Civilian Conservation Corps camps to a considerable degree. Twenty-three States have organized classes, especially for these enrollees. In 27 States enrollees are attending classes in nearby vocational schools. Eighteen States report that they have conducted group conferences for educational advisers, leaders, and camp commanders, for the purpose of training them in conference-leading, teacher-training, and foremanship activities. Special services have been given in 10 States in planning and organizing instructional material for use in camp educational programs.

New developments.—Perhaps the most significant new development in vocational education during the year was the preparation under way in the States to take advantage of the provisions of the George-Deen Act, effective July 1, 1937, under which training is to be given in part-time and evening classes for those engaged in the distributive occupations—wholesaling, retailing, and other merchandising operations.

Considerable attention has been given to plans for training in public-service occupations. During the year many of the States have made plans for training in a wide range of such occupations, including police- and fire-protection work, public-sanitation work, weight-and measures inspection, water-works operation, municipal lighting, milk and meat inspection, and other nonclerical occupations involved in the operation of modern municipalities.

The program of the United States Employment Service, the public-health program administered by the Public Health Service, the program for crippled children administered by the Children's Bureau of the Department of Labor, and the unemployment compensation provision of the Social Security Act have made necessary a closer correlation in the States of the rehabilitation service with the four fields listed.

Of special significance is an arrangement made under the sponsorship of the Office of Education, whereby the executive committee of the newly created States Rehabilitation Council, composed of State rehabilitation officials and workers, will function as a technical advisory committee to the Office, in the field of vocational rehabilitation. This executive committee of the council will, upon invitation of the Commissioner of Education, meet from time to time with representatives of the Office of Education to discuss developments in the vocational-rehabilitation program and to suggest means of improving this program, through the adoption of new Federal policies.



THE VOCATIONAL SUMMARY



84 New Ones

Eighty-four school districts in Pennsylvania have added vocational education departments during the past year. Of these, 26 were agricultural schools, 25 home economics, and 33 industrial.

Thirty-six of the 67 counties in the State have added from one to six schools according to the report of the State department of public instruction. In its comment on the growth of vocational schools during the year, the State department declares that this growth "is an indication of the present trend to adapt the public-school program to the present practical needs of youth."

Why This Stigma?

The social stigma attached to household employment is the one thing which stops many women who are peculiarly fitted for it and who prefer it to work in business or industry, from entering it. This conclusion is expressed in a publication issued recently by the Vocational Education Division of the Office of Education.

Not until household employers and employees change their attitude about household service, the Office of Education points out, will this occupation be placed on the plane of other acceptable wage-earning occupations for women.

Principal factors contributing to the unpopularity of household employment as an occupation, according to the Office of Education, which has made a study of household employment problems, are the long hours of work and the low rate of pay. "The length of the working week," the Office's report on this study explains, "determines the amount of time available to the household worker for her own living. It is only natural, therefore, that the occupation which gives promise of the greatest return in satisfaction will be chosen, if possible. For this reason, many women prefer factory work with a shorter work week, even though factory working conditions may be less desirable and the pressure of work much greater than in household employment. As a result, those who enter household employment are likely to be workers of lesser ability."

Educational programs, for training in household employment are, for the most part, short, intensive courses designed to give training in those phases of work which employees are most frequently called upon to do. During the year 1936, 172 household employment training centers were operated in this country and 1,859 trainees in these centers were certificated.

The Milwaukee Vocational School offers training courses for women who are employed as well as for the inexperienced, prospective

worker. Courses for employed workers are organized on a more or less specialized basis. For instance, a household employee who enters the course may be a good cook of everything but vegetables. In that case, she can secure a course in vegetable cookery. Courses for unskilled workers on the other hand, are naturally more inclusive.

Household Employment Problems, is the title of the publication issued recently by the Vocational Division of the Office of Education. Intended as a handbook for round-table discussions among household employers, it contains information on the problem of efficient household assistance, national and local programs in household employment, standards for household employment, factors determining the cost of household assistance, and training courses for household employees.

Not Just Sweeping and Dusting

It may surprise some folk to know that a janitor's job consists of something more than sweeping, dusting, and other equally routine operations.

According to an analysis of the janitor's work made by the vocational education division for the State of Nevada, a janitor should be informed in the science and technical aspects of heating, ventilation, and lighting; and in the principles of fire prevention. Furthermore, he should know something about building maintenance and repair; maintenance of grounds; safety and first-aid principles; relations with the public; supplies, requisitions, and records; selection and care of tools and equipment, and work schedules. And because janitors should know about all these things, the vocational education division in Nevada has provided training centers to which they can come for lectures and classroom discussions on problems incident to their work. The instruction program is under the supervision of L. O. Thompson, of Los Angeles, who has had a wide experience in conducting courses for janitors in California, Oregon, Arizona, Washington, and other States. Institutes have already been conducted by Mr. Thompson in Ely and Las Vegas.

"A wider spread of training for janitors throughout the State," the Nevada vocational division declares, "will result in a fuller appreciation of the importance of the janitor's job on the part of the public and a consequent demand for higher qualifications on the part of persons holding janitorial positions."

Nonresidents Covered

Tuition of students attending the La Crosse (Wis.) Vocational and Adult School from other towns and cities in the State will be paid by the municipalities in which they reside, under a ruling recently promulgated by George P.

Hambrecht, director for vocational education in the State. Heretofore it has been the practice of the La Crosse school to collect tuition from nonresident students. This policy was recently challenged by parents of some of these students who appealed to the State board for vocational education. The school has notified clerks of villages, towns, and cities in the State of the new ruling, which requires that tuition for out-of-town students at the La Crosse Vocational and Adult School be collected from the municipality in which the student is a resident.

Nonresident students are enrolled in courses in auto mechanics, shopwork, cabinetmaking, printing, drafting, welding, and general metal work—courses which they are unable to get in the schools of their home towns.

John B. Coleman, director of the La Crosse school, predicts that the new tuition ruling of the State board for vocational education will result in a considerable increase in enrollment of nonresidents.

LeBeau Appointed

Oscar R. LeBeau, former associate professor of agricultural education at Hampton Institute, Va., has been appointed research agent for the American Vocational Association, with headquarters at the association offices in Washington, D. C.

Dr. LeBeau, who was born on a farm near Canton, Ohio, received his early education in the public schools of his home State. He holds the degree of bachelor of science from Kent State University, Kent, Ohio, where he majored in agriculture and industrial arts; the master of science degree from Ohio State University, Columbus, where he, majored in agricultural education; and the degree of doctor of philosophy from Cornell University, where he majored in rural education.

Before going to Hampton Institute, Dr. LeBeau taught in Ohio public schools. He spent 3 years at Hampton Institute as critic teacher of agriculture, and from 1929 to 1937 was agricultural teacher-trainer there. In addition, Dr. LeBeau was from 1934 to 1937 associate professor of agricultural education at Hampton.

In his work with the American Vocational Association, Dr. LeBeau will be responsible for organizing, supervising, and interpreting vocational studies sponsored by the association's research committee.

Death of Director

Ray L. Martin, director of industrial education for the State of Texas, died October 26, 1937, after a brief illness.

A native of Texas, Mr. Martin received his early education in Fort Worth schools, attended Texas Agricultural and Mechanical

College and the University of Texas, and received a special degree in industrial education from Colorado State College.

Before entering educational work, Mr. Martin operated a machine shop in Fort Worth. Later, he became instructor in machine shop practice in the Fort Worth Vocational School and subsequently vice principal of this school. In 1930, he accepted an appointment on the staff of the University of Texas, as conference leader in its bureau of industrial teacher training, in which position he developed a State-wide program of training for thousands of oil field workers, as well as for workers in other fields.

Mr. Martin was the author of four textbooks for oil field workers and of a manual on motor vehicle driving. In 1935, he served on a special committee appointed by the Commissioner of Education, which prepared a manual and a series of lesson outline pamphlets for the use of teachers of vocational education in CCC camps.

Distributive Workers Profit

Several classes in "distributive education" have already been started and more will soon be under way in Dubuque, Iowa. These classes, made possible through Federal appropriations authorized by the George-Deen Act, will be open to workers in wholesale or retail selling organizations in subjects related to their particular field of work.

Two classes—one for foremen in a manufacturing plant and one for department heads in a department store—have already been opened, under the direction of A. P. Twogood, associate professor of industrial education at Iowa State College. Eighty-five persons are enrolled in these classes.

To take advantage of these classes, which are free to those enrolling in them, students must be employed in a distributive occupation—any occupation involved in getting manufactured or farm products from the producer to the consumer.

According to H. W. Carmichael, State supervisor of trade and industrial education, the following persons may be included in the category of those engaged in the distributive occupations: Managers and operators of all kinds of stores, shops, and other businesses; managing agents, such as branch managers and local representatives; apprentices for managerial positions in stores; department heads in stores; purchasing agents and buyers; sales managers; sales persons, canvassers, solicitors and demonstrators; store service workers, such as cashiers, adjusters, collectors; deliverymen; messengers, and bundle and cash girls and boys; and miscellaneous groups—such as auctioneers, newspaper vendors, waiters, and stewards.

They Got Results

A project which gave home economics students in Georgia Normal College experience in teaching better buying practices, is reported
(Concluded on page 154)

Washington and Lincoln

Brief and Annotated Bibliographies on George Washington and Abraham Lincoln by Martha R. McCabe, Assistant Librarian, Office of Education



From among the numerous books that have been written about the popular heroes Washington and Lincoln, the following have been selected in answer to many requests made to this Office for such lists. The compiler has had in mind both teachers in the schools searching for material for classroom and auditorium programs, and librarians of school and public libraries wishing to invest in permanent material for their shelves.

George Washington

Ambler, Charles H. George Washington and the West. Chapel Hill, University of North Carolina Press, 1936. 270 p. illus. maps.

Shows the contacts made by Washington with the country west of the Alleghenies, as an engineer, a landowner, a soldier, and a statesman. Based on his diaries largely, describes his expeditions to the Ohio, the French and Indian wars, etc., with documentation.

Anderton, Stephen A. Washington's appeal; the foundation of constructive democracy. New York, N. Y., Covici Friede, Inc., 432 Fourth Avenue, 1935. 63 p. illus.

The text of the book is Washington's Farewell Address, from which the author draws lessons for these troublous times, from Washington's life, character and words.

De La Bedoyere, Michael. George Washington. Philadelphia, Chicago, J. B. Lippincott Co., 1935. 310 p. illus. maps.

Written from the English point of view; accurate and critical, showing a picture of the soldier and the gentleman and in a lesser way the Father of his country.

Fay, Bernard. George Washington; republican, aristocrat. Boston, New York, etc., Houghton Mifflin Co., 1931. 297 p. illus.

Not a complete biography, but an interpretation, presented in a new way and sympathetic to the great character of Washington. "A rebuke alike to idolators and debunkers."

Fitzpatrick, John C. George Washington himself; a common sense biography written from his manuscripts. Indianapolis, Ind., New York, The Bobbs-Merrill Co., 1933. 544 p.

An authentic study, the result of careful research into diaries, letters, and official papers, mostly concerned with the French and Indian War and the Revolution, "his character forming years," with about 30 pages devoted to the presidency.

Knipe, Alden A. Everybody's Washington. New York, Dodd, Mead & Co., 1932. 282 p. illus.

A popular biography with an outline of the life of Washington, and his achievements; suitable for students from 12 years on.

Lodge, Henry Cabot. George Washington the man. Boston, New York [etc.] Hough-

ton Mifflin Co., 1932. 94 p. front., port. (Riverside literature series.)

The final chapter of the author's biography of Washington, in the American Statesmen series, presenting a sympathetic pen picture of his personal side of life; appropriate for junior and senior high schools.

Nicolay, Helen. Boys' life of Washington. New York, D. Appleton-Century Co., 1931. 382 p. illus.

Emphasizes ancestry and early life, making use of recent studies; does not unduly idealize the character of Washington; portrays conditions at different stages of his career. For older boys and girls.

Ogden, Henry A. George Washington; a handbook for young people; with a foreword by Harrison H. Dodge. New York, D. Appleton-Century Co., Inc., 1932. 153 p. illus.

A collection of articles about Washington; details of customs and settings useful for supplementary material concerning the times and the man.

Sanford, Anne P., comp. George Washington plays. New York, Dodd, Mead & Co., 1931. 280 p.

A collection of 16 short plays about Washington. Settings are simple and casts are small making them useful for schools and amateur performances.

Schauffler, Robert H., ed. Washington's birthday; its history, observance, spirit, and significance as related in prose and verse, with a selection from Washington's speeches and writings. New York, Moffat, Yard & Co., 1913. 328 p.

An attempt to collect the essays, orations, poems, stories, exercises, etc., that exhibit the modern conception of Washington showing him as a very human personality, fallible, lovable, and with a sense of humor.

United States. George Washington bicentennial commission. Handbook of the George Washington appreciation course . . . Washington, D. C., The Commission, 1932. 190 p. illus. music, maps.

This is an appreciation course for teachers and students, containing material about Washington in all the important aspects of his life. Issued during the period of the bicentennial celebration, together with many other monographs, and sent to the schools.

Van Dyke, Paul. George Washington, the son of his country. 1732-1775. New York, Charles Scribner's Sons, 1931. 310 p.

A new study of Washington, depicting a great man at different stages of his career, emphasizing the American background and the part played by conditions in moulding his character.

Washington, George. Autobiography, 1753-1799. Arranged and edited by Edward C. Boykin. New York, Reynal & Hitchcock, inc., 1935. 119 p. illus., maps.

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American Vocational Education Convention

by C. M. Arthur, Research Specialist

★★★ Thomas H. Quigley, head of the industrial education department of the Georgia School of Technology, and for the past year vice president for industrial education of the American Vocational Association, was elected president of that organization at its thirty-first annual convention held in Baltimore, December 1 to 4. Other officers elected were as follows:

E. B. Matthew,¹ State director of vocational education for Arkansas, vice president for agricultural education; John J. Seidel, director of vocational education for Maryland, vice president for industrial education; Ruth Freegard, State supervisor of home economics for Michigan, vice president for home economics education; B. J. Knauss, director of commercial studies, board of education, Chicago, vice president for commercial education; R. W. Selvidge, professor of industrial education, University of Missouri, vice president for industrial arts education; O. D. Adams, State director of vocational education for Oregon, vice president for part-time schools; Robert Lee Bynum, director of division of vocational rehabilitation for Tennessee, vice president for vocational rehabilitation; A. K. Getman, supervisor of agricultural education for New York, and retiring president of the association, vice president for vocational guidance; L. H. Dennis, Washington, D. C., executive-secretary; Charles W. Sylvester, director of vocational education, Baltimore, Md., treasurer.

The election brought to a close a convention in which a spirit of optimism with respect to the vocational education program of the future was blended with an attitude of seriousness toward the new responsibilities confronting leaders in the vocational education program in this country, as a result of recent legislation and of changed economic and social conditions.

Following the usual pattern of American Vocational Association conventions, meetings were divided into different sections—agriculture, industry, commerce, home economics, industrial arts, vocational guidance, and vocational rehabilitation. Meetings of each section, in turn, were devoted to discussions of different phases of work in the field with which the section was concerned. In addition, there was a meeting of combined sections in which representatives from all fields of vocational education came together for conference and discussion.

Agricultural Education

Discussions in the field of agricultural edu-

¹ Mr. Matthew resigned following his election and R. H. Woods, State director of vocational education for Kentucky was appointed by the Executive Committee of the Association in his place.

cation included those on new studies in that field, procedures in teacher education, making farmer classes function, the future of agricultural education, and part-time and evening programs in agriculture.

Studies in the field of agricultural education.—Reviewing recent studies in vocational agriculture, Frank W. Lathrop, research specialist, Office of Education, emphasized the value of time as a factor of reliability in making studies in agricultural education, citing specific studies to illustrate his point. The results of these studies have shown, Dr. Lathrop said, that the percentage of former vocational agriculture students in farming can be increased by: (1) Selecting students who take agriculture, (2) lengthening the course of instruction, (3) encouraging students to plan and build up an investment which they can use in getting themselves established in farming upon completion of their courses, (4) encouraging closer father and son relationships on the farm, and (5) assisting students in getting established in farming.

Procedures in teacher education.—The teacher-trainer, according to Carsie Hammonds, agricultural teacher-trainer, University of Kentucky, should have a clear, justifiable, and attainable objective in mind. It is important, also, Dr. Hammonds told the teacher education group, that the prospective teacher learn how to actually do all the operations he will be expected to teach.

Adequate graduate work for vocational agriculture teachers was the theme of a talk by Roy L. Davenport, director, school of vocational education, Louisiana University. The concern of State directors of vocational education has shifted from getting enough men for teaching positions to obtaining better prepared men, he said. "Few colleges are organized," Dr. Davenport declared, "to offer graduate training in vocational agriculture," but he emphasized the fact that modifications in offerings at a graduate level by departments of agriculture in the advanced institutions indicate an attempt to meet the needs and demands of vocational agriculture teachers for graduate training. He stressed particularly the necessity for State boards to work out means whereby vocational agriculture teachers may obtain advanced degrees in regular or summer sessions or through extension courses or evening, afternoon, or Saturday courses.

Carrying the idea of better trained teachers advanced by Dr. Davenport a step farther, C. B. Gentry, dean of the college of agriculture, Connecticut State College, advocated the inclusion in agricultural teacher-training programs of more courses in economics, sociology, government, and vocational guidance; better

preparation of the teacher for part-time work as an integral part of his total training program; emphasis in preservice teacher training courses upon the importance of a long-time farm program for the vocational agriculture student; and specific emphasis upon practical work which will make teachers proficient in demonstrating actual farm jobs.

Making farmer classes function.—Placement and establishment of the vocational agriculture graduate in farming must, to an increasing degree, continue to be one of the functions of the agricultural teacher, J. F. Potts, teacher of agriculture in the Lincoln, Va., high school, told the agricultural group. As steps in a placement program, he urged that students be encouraged to, (1) keep themselves in good health, (2) develop habits of thrift, (3) develop a love for country life and an enthusiasm for farming, (4) complete their high school education, (5) carry on successful supervised practice programs, (6) develop individuality, (7) obtain preliminary training as hired hands; and that the teacher seek to impress upon students the necessity for developing habits of honesty, cooperation, and responsibility and an interest in civic, community, and political affairs. Mr. Potts presented the results of a case study of 48 former graduates of the Lincoln High School which showed among other things that 19 are established on their own farms, 25 are becoming established on home farms, and 4 are apprentices on other farms.

Programs for out-of-school farm youth.—The value of a preliminary survey in formulating a program of instruction for out-of-school farm boys was outlined by Russell B. Dickerson, teacher of vocational agriculture, Sussex, N. J., High School. As a result of the data developed in a survey made of the area served by that school, Mr. Dickerson brought out, a total of 104 persons have been enrolled in 5 out-of-school class centers, the potential enrollment in which is 222. Mr. Dickerson outlined the technique followed in making the survey, how the out-of-school group uncovered by the survey were drawn into the training centers, and the principles governing the determination of courses for this group.

The value of facts in convincing teachers of agriculture, school superintendents, and others of the necessity of a part-time instruction program in agriculture was illustrated by R. H. Woods, State director of vocational education for Kentucky, who pointed to the results of a survey made in 11 counties in Kentucky. This survey, he explained, showed that there were a large number of persons who could profit by part-time education in agriculture. Incidentally, this survey opened the

eyes of the teachers who participated in it to the real situation, as no amount of discussion or argument could have done. Each Kentucky teacher who is preparing for part-time teaching work in summer sessions, Dr. Woods said, must bring with him when he enrolls the results of a complete survey of the part-time training outlook in his own community.

Promoting vocational agriculture.—Effective work is needed to acquaint the public with the vocational agriculture program carried on through the public school system in the various States. J. B. Perky, State supervisor of agricultural education for Oklahoma, reminded those who attended the meeting of agricultural supervisors. He advocated a dignified publicity program to be carried on through, (1) talks and addresses to civic and other bodies, bankers, and similar individuals; (2) newspaper articles on various vocational agriculture activities such as those carried on by the Future Farmers of America; (3) demonstrations and exhibits at fairs and similar gatherings; and (4) informative and interesting radio broadcasts. "There is a growing feeling," Mr. Perky declared, "that any misunderstanding on the part of the public with regard to the vocational agriculture program is due solely to a lack of understanding of its purposes and accomplishments."

Future of agricultural education.—Present and future in the field of agricultural education was discussed by J. A. Linke, Chief, Agricultural Education Service, Office of Education, in his address to the combined sectional meeting of the convention Thursday afternoon.

Pointing out that for the fiscal year ending June 30, 1937, approximately 387,300 pupils were enrolled in vocational agriculture courses in 6,151 high schools, Mr. Linke gave his audience a picture of what is still ahead in the field of agricultural education. There are 16,000 public high schools in which vocational agriculture departments might well be established. Training for farming, he said, should continue to be the major objective in agricultural education. He pointed to the need for continued research in this field, so that we may "know how far we have come and the direction in which we are going." He emphasized the need for increased teacher training programs and improvement in these programs to meet changing conditions. He advocated greater attention to the problem of supplying agricultural teachers with up-to-date information for use in their instruction work. He urged that every effort be made to assist the agricultural teacher in organizing his program on the basis of community needs and emphasized the teacher's responsibility for reaching as many persons as possible, cooperating with other agencies set up to assist the farmer, basing his program upon the results of local farm surveys, helping agricultural graduates to become established in farming, and training agricultural students for leadership. He stressed the importance of the Future Farmers of America, the national

organization of boys studying vocational agriculture, in training students in leadership, cooperation, thrift, and participation in community life.

Trade and Industrial Education

Trade and industrial educators attending the convention gave consideration in their discussions to, (1) objectives and standards in industrial education; (2) the operation of apprenticeship; (3) plant training; (4) levels in industrial education; (5) individual analysis and adjustment; (6) industrial education for girls and women; (7) the problems of the small part-time school; (8) suggestions for meeting teaching problems; and (9) training for public service.

Operation of Apprenticeship.—A plea for adequate preemployment or preparatory vocational training for prospective apprentices was sounded by Francis H. Wing, director of vocational education, Buffalo, N. Y. He recommended that post-employment training be set up in such a way as to adjust the worker to the particular conditions of his initial employment.

Preemployment training, Mr. Wing believes, should: (1) Help a boy to choose his vocation only after he has made a wide study of occupations; (2) give him an opportunity to demonstrate his ability to perform satisfactorily the common tasks in his occupation; (3) equip him to the point where he comes up to commercial standards applying to his trade; (4) give him a wide knowledge and considerable skill in the unusual and more difficult work of his occupation; and (5) equip him with a considerable knowledge of such subjects as the history, technology, economics, and sociology of his occupational field. To show the value placed upon preemployment training for apprentices, Mr. Wing cited the fact that 8 concerns in Baltimore which maintain an apprentice training program, all demand graduation from a vocational school as a prerequisite for admission to the apprentice group.

William F. Patterson, secretary, Federal Committee on Apprentice Training, explained the development of apprenticeship under the committee's program, and Clara M. Beyer, Assistant Director, Division of Labor Standards of the Department of Labor, outlined these standards as set up by the Division.

Individual analysis and adjustment.—Self-analysis as a factor in assisting young persons to appraise their aptitudes and activities in an effort to find the occupation for which they are best fitted was discussed by Frederick J. Leasure, director of vocational education in Portland, Oreg. The method of self-analysis, Mr. Leasure pointed out, is presented in "work application" classes in Portland schools. To assist students in determining the occupation they should follow, instructors and counselors provide information on various types of employment and on how to secure employment. Where the self-rating and individual

counseling service indicate that a student would profit by the services of a psychologist, a psychiatrist, or a physician, such services are made available. As a result of 10,000 guidance interviews conducted in Portland last year, school authorities have concluded that 50 percent of those seeking employment are totally unprepared for jobs outside the unskilled or blind-alley class.

"Psychotechnical" tests as a measure of the fitness of individuals for different types of work in industry were emphasized by Hartman Dignowity, district State supervisor of trade and industrial education for Texas, in his discussion on scientific selection of apprentices for the metal trade. Every large and progressive industry in continental Europe, he said, is "sold" on the value of psychotechnical tests in selecting employees for certain occupations. No applicant is permitted to enter a trade just because he likes it or is interested in it. Those who pass the employment tests are encouraged to enter the trade. Those who do not pass the tests are advised against attempting to learn it. The importance of tests in selecting boys for trade training is obvious, he said, when it is understood that the reputation of the vocational schools is measured by the product it turns out. "The sooner we begin developing a scientific or semiscientific method of selecting personnel for the skilled crafts the better," he declared.

Levels in Industrial Education.—Some interesting facts were brought out by George A. Burrige, principal of the Springfield (Mass.) Vocational School in his description of the trade-education program carried on in his city. For instance, a survey of the local industries in Springfield showed among other things that their industries employed in 1934 approximately 1,400 girls and young women for work in soldering, small coil winding, and radio assembling work, and that the estimated annual turn-over in this group was from 400 to 500.

These data were accepted as justification for establishing a series of short unit courses for girls and women in this field. Six units were organized as follows: Soldering, coil winding, stator winding, armature winding, burring, and assembling. In the 3 years that these courses have been in operation, 488 girls have been trained and placed in employment.

Courses for girls were also organized in other fields such as power machine operating, novelty decorating, and table service, and two 3-year courses in dressmaking and in foods and catering.

Mr. Burrige outlined the varied types of trade training carried on in Springfield to meet the needs of varied groups.

Out-of-school youth problem.—"The 5,000,000 youths between 16 and 25 who are out of school, are unemployed, and are seeking employment, constitute a major social problem to which education and youth agencies must seriously address themselves." This declaration was made to the trade and industrial section at the convention which considered the out-of-school youth problem, by George H.

Parkes, director vocational education, Williamsport, Pa. Mr. Parkes addressed himself particularly to the problem of adjusting the youth who has left school before completing the educational objective for which the school is designed—that is, preparation for a profession or some type of high-grade skilled employment.

The first step in assisting the out-of-school unemployed youth, Mr. Parkes believes, is to find out his failure characteristics. Successive steps are: Removing failure characteristics, placing the youth in employment, and following him up on the job and helping him over the rough spots until he is firmly established in the job.

Home Economics Education

Home economics educators who attended convention sessions discussed such topics as teacher preparation, special education, related occupations, education for out-of-school youth, consumer education, and family life education.

Family life education.—The Family Life Forum, sponsored by the Office of Education in several urban centers and the Institute on Family Education which became a part of the summer schools of six institutions last year, were cited by Flora K. Thurston, as evidence of the recognition of the family as the most important influence in the social development of the child and the adult. "Only where the community works in the interest of the family and provides education at all age levels for both boys and girls, men and women can a democratic family life, which is a large factor in democratic social life, be developed."

Referring to the tendency on the part of home economics institutions to emphasize vocations for women at the expense of education for family life Miss Thurston told her audience that there has been a movement in some colleges toward providing for all students a basic understanding of family problems as a part of their general education. In view of the great need for guidance of youth and parents in family and boy-girl relations, she believes that prospective home economics teachers should receive instruction in family life problems. "The pressing problems of society today" Miss Thurston said, "are not those of production but rather those of human relationships. Home economics has in the past spent much time on the technical aspects of home life. These have been very important for the family and should be continued. The emphasis cannot continue in this area, however, without serious harm to both the family and society. If the family is to contribute its utmost to the individual and to civilization, it must become the object of intelligent protection and regard."

Enlarging upon the idea that education has a definite part to play in training for home and family life, Bess Goodykoontz, Assistant Commissioner of Education, said:

"Education for home and family life has long been accepted as a major obligation of the

school, and I think it is fair to say that homemaking education has led in the development of techniques and materials and even in the establishment of a point of view for the inclusion of this work in the school. It is unusual to find a home economics department in a public school or college which does not now emphasize preparation for home and group living as an important part of its curriculum."

"The role of a prophet is a dangerous one," she asserted, "but I am willing to predict that in this field of education for home and family life we will see these three steps in the curriculum: (1) Courses in home and family life in homemaking education departments; (2) many separate units emphasizing home and group life scattered through many if not all of the subjects and grades; and (3) a concentration course in which there is a coordination of these separate units for all pupils, under no one subject, but in such a situation that all related fields can make their contribution."

Commercial Education

Training for the distributive occupations.—Plans, progress, and problems in distributive occupations education; improvement of the product of commercial education in the public schools; and vocational education for clerical workers were the three main topics discussed by the commercial education group attending the convention.

Present emphasis in distributive occupations training in New York State, Clinton Reed, chief, bureau of business education at Albany, stated, is upon short unit courses, particularly for evening classes. The State division of vocational education has suggested that the major part of the distributive occupations training program be directed at present to the owners of small stores. He outlined the requirements set up for distributive occupations for teachers in the State and described in detail the plan of distributive training now being followed in Rochester, N. Y., under which 500 employees of local stores are attending classes, in store quarters and elsewhere, from 8 to 11 a. m. each day, where they are given instruction in elementary and advanced salesmanship, buyers' attitudes, and the economics of fashion.

Wilford L. White, of the Marketing Research and Service Division, Bureau of Foreign and Domestic Commerce, Department of Commerce, urged that courses in consumer psychology, merchandise knowledge, employee psychology, competitive conditions, and tax matters be included in curricula for distributive occupations training programs. He presented statistics showing the number of persons employed in various branches of the distributive field to show the importance of training in this field.

Business education.—Business education from the junior high school level to the junior college level, as conceived by Paul S. Lomax, professor of business education, New York University, who spoke on the vocational

features of business education, takes on the characteristics of both vocational education and general education. "It is vocational education as it deals with specific occupational experiences of owners, managers, and employees within business; and it is general education as it treats of the ultimate consumer's personal and family management of income in the purchasing of goods and services." He laid down six regulations which he believes should be carried out by school boards and administrators in order to insure satisfactory realization of the vocational features of business education.

Vocational Guidance

"The Problem of Guidance for Youth," Homer P. Rainey, director American Youth Commission of the American Council on Education, told those attending the opening session of the convention, "is exceedingly complex." "The need for guidance," Dr. Rainey said, "arises out of the increasing complexity of contemporary life, the rapid tempo of social change, the changing nature of the work process, and the inability of such agencies as the home and the school to meet the needs of youth. The needs of youth are not being met either by the schools or by the employers of labor."

Tracing industrial history, Dr. Rainey declared that in the beginning there were jobs for everyone in the United States. Youth had a choice of openings into any field of endeavor, for workers were in demand almost everywhere. "But the picture has changed," he said. "Now youth in desperation takes any job open that offers even a meager living wage. Such a situation is fraught with evil consequences. If the economic loss were the only one involved, it could be overcome, but the greater loss is to the moral fiber of the persons who in a few short years are to share the responsibility for the nation's policies and its destinies."

He advocated a new type of service, "one which will correlate the functions of the schools with those of the employers of labor and one which will set up a system for the collection and dissemination of occupational data on a Nation-wide scale." A Federal employment organization, "national in scope and inclusive in character" is recommended by Dr. Rainey.

Vocational Rehabilitation

An entire afternoon session of the convention was given over to discussions of interest to those engaged in the vocational rehabilitation program carried on under Federal grants. The man behind the handicap, emotional problems resulting from physical disabilities, and preparing handicapped children for future rehabilitation through special education, were the topics considered at this session.

It was during this session that Mrs. Margaret L. Washington, district supervisor of rehabilitation for Tennessee, made a plea for an educational program which will provide special education for handicapped children.

"It is the task of our special schools," Mrs. Washington asserted, "to join hands with parents in discovering handicapped children early, obtaining the maximum of physical restoration, giving them opportunities for educational growth, and for the development of personalities with well-balanced and well-poised emotions, as well as opportunities for experiences which will help them to become social beings able to get along 'in their society.'"

"You will agree," Mrs. Washington said, "that the full benefits of rehabilitation are impossible to achieve for handicapped adults and for society, when as children they have been denied the basic education essential to vocational and social competence."

"In preparing handicapped children for future rehabilitation through special education, there will be opportunity for studying their abilities, their aptitudes, their assets, and their liabilities. A study made of a child from the sixth grade through high school gives a fairly accurate picture of that individual. Tests of his intelligence, his interests, his aptitudes, his social adjustment, and personality, made over a period of years are bound to be of real value to him and to the rehabilitation officer. Vocational guidance based on all that we can learn of the physical, emotional, mental, and social life of the young man or young woman, will be a safer, surer service than the hasty, inadequate way we have to work at present."

Convention Attendance

Forty-eight States, Alaska, Hawaii, and Puerto Rico, were represented at the Baltimore Convention which drew an estimated attendance of 4,000.

School Exhibits

The principal feature of the school exhibits which were set up in the Fifth Regiment Armory was their diversity. There were exhibits, for instance, of leather, metal, machine shop, art metal, sheet metal, wood, power machine, airplane metal, electrical, and commercial art work, as well as tailoring, painting, printing, pattern making, mechanical drafting, clothing and textiles, foods and cookery, dressmaking, shoe repairing, tearoom service, cosmetology, plumbing, and auto mechanics.

The A. V. A. Convention Daily was printed in the convention hall by students of the Ottmar Mergenthaler School of Printing. Similar demonstrations in actual trades were given by a number of other schools having exhibits, including several Negro schools. And it was evident from the ability of these students to answer questions and demonstrate their exhibits that they are receiving a type of instruction which will enable them eventually to take their places in the trades for which they are being prepared.

Washington and Lincoln

(Concluded from page 148)

Excerpts are taken from Washington's diaries, letters and official papers, which give a picture of his life from the age of 21 years to his death. Selections are made which show the character of the man rather than an outline of events.

Whiteley, Mrs. Emily S. Washington and his aides-de-camp. New York, The Macmillan Co., 1936. 217 p. illus.

An interesting chronicle of the 32 aids and secretaries during the Revolutionary War who were with Washington—Alexander Hamilton, John Laurens, John Trumbull the artist, and others. It throws light on some of the intimate phases of Washington's life as a general.

Wilson, Woodrow. George Washington. New York, Harper and Brothers, 1913. 333 p. illus.

Illustrations for this volume are by Howard Pyle. An interesting study by Wilson, for older readers.

Abraham Lincoln

Barton, William E. President Lincoln. Indianapolis, Ind., New York, N. Y., Bobbs-Merrill Co., 1933. 2 v. illus.

A "clean-cut summary . . . carrying an enormous weight of information", in two volumes; volume 1 is devoted to the presidential campaign, election and subsequent activities; volume 2, deals with military campaigns, and is useful as a library reference book.

Bayne, Mrs. Julia. Tad Lincoln's father. Boston, Little, Brown & Co., 1936. 206 p. illus.

Some intimate reminiscences of the writer with the Lincoln boys, Willie and Tad, with a picture of their home life during the war, in the setting of early war-time Washington.

Beveridge, Albert J. Abraham Lincoln, 1809-1858. Boston, New York, Houghton Mifflin Co., 1928. 2 v.

An authentic and well documented life of Lincoln, valuable for libraries, but does not give data after the year 1858.

Hertz, Emanuel. Abraham Lincoln: a new portrait. Foreword by Nicholas M. Butler. New York, N. Y., Horace Liveright, inc., 1931. 2 v.

An important contribution to Lincoln literature in the shape of numerous letters and papers many of them hitherto unpublished; volume 1 is given to the portrait, and volume 2 to the literature.

Holmes, Frederick L. Abraham Lincoln traveled this way; with a foreword by Glenn Frank. Boston, L. C. Page & Co., 1930. 350 p.

Describes a trip through the Lincoln country, in Kentucky, Indiana, and Illinois; also deals with Lincoln associations in Washington, D. C., and in Gettysburg, Pa.

The Lincoln group of Chicago. The Lincoln group papers; first series; addresses before the Lincoln group of Chicago, 1934-35, by authorities on varied aspects of Abraham Lincoln's life and interests. Edited by Douglas C. McMurtrie. Chicago, Black Cat Press, 4940 Winthrop Avenue, 1936. 168 p. (Lincoln series no. 3.)

Macartney, Clarence E. N. Lincoln and his cabinet. New York, Charles Scribner's Sons, 1931. 366 p. illus.

Biographical sketches of the eight men who made up Lincoln's cabinet; the portrayal of the president as surrounded by this group, and the personal and political relationships between them, shows a new picture of the group.

Moore, Charles W. The life of Abraham Lincoln; for boys and girls. Boston, New York, Houghton Mifflin Co., 1909. 132 p. illus., front., port.

The author has tried to give children an appreciation of Lincoln's great life, of the simplicity and purity of his literary style, and a love of the man, with a portrayal of his humor. For elementary and high school pupils.

Morrow, Mrs. Honore W. The great captain; the Lincoln trilogy of Forever free, With malice toward none, The last full measure; with a preface by William Lyon Phelps. 3 v. in 1. New York, William Morrow and Company, inc., 1935. 402, 339, 343 p.

A one-volume edition of the author's three biographical and historical novels dealing with Lincoln.

Nicolay, J. G. and Hay, John. A short life of Abraham Lincoln; new ed. New York, The Century Co., 1923. 578 p.

An abridgment of the authors' Life of Lincoln in ten volumes, an authoritative study.

Shaw, Albert. Abraham Lincoln; profusely illustrated with contemporary cartoons, portraits and scenes. New York, Review of Reviews Corporation, 55 Fifth Avenue, 1929. 2 v. illus.

"An illustrated and critical record of Lincoln and the political history of his time"; 50 years are covered in the first volume, with the account of his path to the presidency; in the second, only one year, the year of his election, is covered.

Stephenson, Nathaniel W., comp. Abraham Lincoln: autobiography; consisting of the personal portions of his letters, speeches and conversations. New York, Blue Ribbon Books, inc., 386 Fourth Avenue, 1936. 501 p.

A compilation different from most of the Lincoln collections, bringing out the personal parts from documents of various kinds.

Tarbell, Ida M. The life of Abraham Lincoln; new ed. New York, The Macmillan Co., 1928. 2 v.

This study is the result of much research by the author into the records pertaining to Lincoln's early life and his presidential career. Suitable for school libraries.

Thomas, Benjamin Pratt. Lincoln, 1847-53. Springfield, Ill., Abraham Lincoln Association, 701 First National Bank Bldg., 1936. 388 p. illus., maps.

The day-by-day activities of Abraham Lincoln from January 1, 1847, to December 31, 1853. A companion volume to Paul M. Angle's Lincoln, 1854-61, being the day-by-day activities of Abraham Lincoln from January 1, 1850 to March 4, 1861.

Vivier, Mac. Peeps at Abraham Lincoln. New York, Frederick A. Stokes Co., 1933. 31 p. illus.

Woldman, Albert. Lawyer Lincoln. Boston, New York, [etc.] Houghton Mifflin Co., 1936. 347 p. illus.

Depicts Lincoln's career as a lawyer before he became president, and also the legal aspects of his speeches and acts as a statesman and as President.



EDUCATORS' BULLETIN BOARD



New Books and Pamphlets

School Programs

School Auditorium Programs, by Pearl Julia Burke. Chicago, Beckley-Cardy Co., 1937. 247 p.

Outlines the organization of auditorium work and supplies material for planning programs for important anniversaries for each month of the school year.

The World of Music: Song Programs for Youth, Discovery, edited by Mabelle Glenn, Helen S. Leavitt [and others] Artist, N. C. Wyeth. Boston, Ginn & Co., 1937. 192 p. illus. and music. \$1.24.

A series of musical programs planned to stimulate interest through contrast and similarity of scope, mood, and style. Many of the songs are typical of foreign countries and articulate effectively with other cultural studies.

Research

Summary and Selected Bibliography of Research Relating to the Diagnosis and Teaching of Reading, 1930-1937, prepared by Arthur E. Traxler. Educational Records Bureau, 437 West 59th St., New York, N. Y. 60 p. Mimeog. 25 cents.

A selective list of references on diagnostic techniques and teaching procedures that have been tried out and evaluated.

The National Conference on Research in English announces the following publications at 50 cents each: (1) Principles of Method in Elementary English Composition—The Fifth Annual Research Bulletin—By Dr. Harry A. Greene, Chairman; (2) Research Problems in Reading in the Elementary School. A research bulletin by Dr. D. D. Durrell with critiques by Dr. Paul McKee, Dr. William S. Gray, and Dr. Arthur I. Gates. Order from The Conference Secretary, C. C. Certain, Box 67, North End Station, Detroit, Mich.

Guidance and Character Education

Emphasizing Character in the Elementary School. Boston, Massachusetts Department of Education, 1937. 64 p. (Bulletin of the Massachusetts Dept. of Education, Whole no. 308.)

Points out the possibilities of character development that lie within the curriculum and the life of the school and community.

Guidance and Counseling for Elementary Grades, 1937. Jefferson City, Mo., State Superintendent of Public Schools, 1937. 163 p.

Prepared by the Guidance Committee in the Elementary Curriculum program, Charles E. Germane, chairman. Presents specific aids and concrete materials with a plan of helping each child through proper guidance and counseling.

Teachers' Oath

Revised Report on Teachers' Oaths, compiled by the Research Division, National Education Association of the United States.

October 1937. Washington, D. C., 1937. 29 p. Mimeog. 15 cents.

Contents: I, Summary; II, Text of Oaths and Laws; III, N. E. A. resolutions.

For School Libraries

Scale for the Evaluation of Periodicals in Secondary School Libraries. Report of the Cooperative study of secondary school standards, by Walter Crosby Eells. 8 p. (From The American Council on Education, 744 Jackson Place, Washington, D. C.)

Reprinted from the Wilson Bulletin for Librarians, June 1937. The scale is based on the composite judgment of 160 librarians.

A Bibliography of Books for Young Children, compiled by a Subcommittee of the Literature committee of the Association for Childhood Education, Martha Seeling, chairman. Washington, D. C., Association for Childhood Education, 1937. 66 p. 50 cents.

A bibliography for the home, the school, and the library; classified, priced, and briefly annotated. Contains a section on Children of Other Lands, Indians, Animals, Marionettes, etc.

Social Problems

Implications of Social-Economic Goals for Education; a report of the Committee on Social-Economic Goals of America. Washington, D. C., National Education Association of the United States, 1937. 126 p. 25 cents.

States desirable social-economic goals of America and indicates the materials and methods which the schools of the nation should use to attain these goals.

Rural Schools

The Rural Community and its Schools, by Charles D. Lewis. New York, American Book Co., 1937. 412 p. (American Education Series.) \$2.50.

Deals with the problems of rural education in America. Discusses the best forms of organization, administration, and financial support, kinds of curriculum, training and selection of teachers for rural schools.

SUSAN O. FUTTERER



Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the library of the Office of Education on interlibrary loan:

BARGEN, BERNHARD. The validation of a test of general typing ability. Master's, 1937. University of Kansas. 74 p. ms.

BISH, C. E. Study of student government as a form of student participation in the senior high schools in the District of Columbia. Master's, 1937. George Washington University. 123 p. ms.

BOND, J. A. Activities and education of high school teachers in California. Doctor's, 1937. University of Southern California. 279 p.

BRYAN, R. C. Pupil rating of secondary school teachers. Doctor's, 1937. Teachers College, Columbia University. 96 p.

CARLI, A. R. First courses in English literature in selected liberal colleges. Doctor's, 1937. University of Buffalo. 139 p. ms.

CRESSMAN, E. W. Out of school activities of junior high school pupils in relation to intelligence and socio-economic status. Doctor's, 1937. Pennsylvania State College. 131 p.

EARNEST, MILDRED. Influence of a remedial reading program on the reading achievements and social attitudes of children. Master's, 1937. George Washington University. 45 p. ms.

HAIT, K. B. Analytical study of the generalizing ability of college students. Doctor's, 1937. George Peabody College for Teachers. 111 p.

HELLMICH, E. W. Mathematics in certain elementary social studies in secondary schools and colleges. Doctor's, 1935. Teachers College, Columbia University. 125 p.

HODGE, OLIVER. Administration and development of the Oklahoma school land department. Doctor's, 1937. University of Oklahoma. 97 p.

HOSKINS, A. B. Effectiveness of the part and the whole methods of study. Doctor's, 1936. George Peabody College for Teachers. 45 p.

JOHNSTONE, BELLE. Comparison of the philosophies of Hegel and Brightman, with implications for education. Doctor's, 1936. New York University. 233 p. ms.

KEELER, G. V. Survey of extension teaching in state universities. Master's, 1937. University of Kansas. 66 p. ms.

LAWRENCE, B. I. Some fundamental considerations concerning reorganizing school units in Missouri. Doctor's, 1936. University of Missouri. 75 p.

LONG, F. E. Organization of secondary education with special reference to the small high school. Doctor's, 1927. New York University. 212 p. ms.

MCCARTHY, M. K. Vitalizing the dismal science (non-textbook reading materials for the development of certain basic economics concepts). Master's, 1937. Boston University. 92 p. ms.

MCEACHERN, EDNA. Survey and evaluation of school music teachers in the United States. Doctor's, 1936. Teachers College, Columbia University. 183 p.

MAGEE, L. B. Subject matter in money management in junior high school home economics. Doctor's, 1937. Teachers College, Columbia University. 136 p.

PAYNE, G. S. Relationship between scores on the American council on education psychological examination and scholastic success at the George Washington University. Master's, 1937. George Washington University. 31 p. ms.

SCHWARTZ, S. T. Prediction of success in beginning French on the bases of IQ and marks in school subjects. Master's, 1937. George Washington University. 51 p. ms.

TAYLOR, C. M. Energy metabolism and mechanical efficiency of young boys. Doctor's, 1937. Columbia University. 58 p.

VOGEL, FRANK W. Study of methods used in an attempt to reduce tardiness and nonlegal absence in the secondary schools of Seneca, Ontario, and Yates counties of New York State. Master's, 1936. Syracuse University. 109 p. ms.

VOLTMER, C. D. A brief history of the intercollegiate conference of faculty representatives with special consideration of athletic problems. Doctor's, 1935. Teachers College, Columbia University. 100 p.

WHEATON, H. H. Analysis of the content of 20 mechanical drawing texts prepared for use in the secondary schools. Master's, 1935. Boston University. 58 p. ms.

WHITNEY, W. E. Biases on international issues in 22 American history textbooks. Master's, 1935. George Washington University. 112 p. ms.

RUTH A. GRAY

The NEA on the air!

EVERY MONDAY AFTERNOON, 2:30-3:00 o'clock, E. S. T., Columbia Broadcasting System, *Exits and Entrances*. A current events program—an aid to teachers of the social studies.

EVERY WEDNESDAY EVENING, 6:00-6:15 o'clock, E. S. T., Red Network, National Broadcasting Company. *Our American Schools*. Promotes teacher welfare and better support for schools.

EVERY SATURDAY MORNING, 11:00-11:15 o'clock, E. S. T., Red Network, National Broadcasting Company, *Our American Schools*. Brings home and school in closer cooperation.

Attractive printed announcements of these programs are available free for distribution from the National Education Association, Washington, D. C.

The Vocational Summary

(Concluded from page 148)

by Esther T. Holley, of the college faculty. The project involved a group of women living in a small settlement near the college, with whom the students were well acquainted through contacts in parent meetings and in other ways. The husbands of most of these women are employed 2 to 4 days a week by the city, and in many cases, the women supplement their husbands' incomes by laundry and domestic-service work—all the more reason for learning to spend the family income wisely.

A canvass of the homes in this community showed that the home buyers bought food and patent medicines from peddlers; that 85 percent of the food purchases were credit purchases; that 95 percent of the food was purchased in small amounts; that the same kinds of foods were purchased repeatedly; that the men did a large part of the food purchasing; that canned vegetables were purchased even when these foods were available in the garden; that no informational helps were used by the women to aid them in their buying; and that labels were disregarded because they were not understood.

With these facts as guides, each student was made responsible for readjusting the buying practices of four families. They formulated a plan which ultimately resulted in: The use by the family purchasers of shopping and price lists; a realization on the part of the women that they are responsible for pur-

chasing food in such a way as to preserve the health of the family; a decision to discontinue buying from a local grocery store until certain unsanitary conditions in the store were corrected; a request to the neighborhood chain store to carry fresh and dried fruits and greens during the winter; an appeal to employers to pay for services in cash, so that workers might have the benefits of the best values available in city markets; joint planning by many husbands and wives of the family food budget and marketing.

Obviously, their experience in assisting these families in adjusting their budgeting and buying practices will be invaluable to these normal college students, all of them prospective home-economics teachers, in guiding their future students in similar activities.

Modern Living Course

To meet the needs of senior girls in the general course in the East Orange (N. J.) High School, a new course, "Problems of Modern Living", was offered 4 years ago. The girls in this course have certain problems in common, according to Laura Fawcett, supervisor of Home economics education in the East Orange, schools in that they are not interested for the most part, in attending college, and are likely to marry young. Their background of previous instruction in home economics varies from much to none at all.

The first year the course was tried out, four different departments cooperated with the teacher of home economics responsible for the course as a whole, with visiting teachers from other departments, such as the art, commercial and speech and dramatics, and with other teachers from the home economics department, who devoted their free periods to assisting in the "Modern Living" course. During the second year of the course, 20 to 25 instructors in the school and community leaders contributed their services.

The course was scheduled for five 50-minute periods per week and was offered as a 5-point credit course for the year. Eleven units of instruction were developed, including personality traits, health, dressing, and grooming, art appreciation, manners and speech, consumer interests, child development, business problems, social custom and usage, family relationships, and vocational opportunities. Greater interest was manifested in consumer interests and family relationships than in any of the other units. The interest of pupils in instruction in child development was so great as to warrant an increase in the time devoted to it during the third year.

As a result of this 4-year experiment, the East Orange school hopes to make arrangements to open the modern living course to the girls in the academic and commercial courses. Mothers are requesting that this course be opened to boys also.

C. M. ARTHUR

SCHOOL LIFE *Subscription Order*

The subscription price of SCHOOL LIFE (10 issues) is \$1.00 per year.

SCHOOL LIFE subscribers also receive *March of Education*, the Commissioner's news letter on current matters.

It is issued from time to time during the year.

School Superintendents Please Note:

On all orders for 100 copies or more to be sent to one address, there is a discount of 25 percent.

You may wish to take advantage of this for your entire staff.

SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.:

Please send me School Life for 1 year, and find \$1.00 (check or money order) enclosed as payment.

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In Public Schools

State Library Serves Schools

Libraries of from 12 to 50 books are sent to rural schools and to schools in towns of less than 2,000 population for the school year in the State of Michigan. These include books of a recreational nature to develop cultural reading interests, particularly those sent elementary grades and rural schools, and books on nature study, hygiene, and others. Books are also sent to smaller high-school libraries on such subjects as American literature, social science, home economics, etc.

Small mounted pictures on all subjects are sent out on short-time loans of 3 weeks with 1 week renewal to schools to be used to illustrate subjects studied.

Packages of material on all subjects are sent out to teachers and students for short-time loans. These packages contain books, magazines, clippings, music, and pictures according to request.

Reference work is done for teachers and students; school libraries are organized and cataloged by the State library staff; and advice is given as to purchases, organization, etc.

Term Lengthened

The session of the night school of Knoxville, Tenn., which had previously consisted of but 6 months a year, has been on a 9-month basis for more than a year, according to the latest report of the superintendent of schools of that city. Owing to this lengthened term it has been made possible for adults and others desiring high-school graduation to attain considerable progress toward securing the necessary units for a high-school diploma; as a result, five adults were enabled to receive high-school diplomas upon June 1, 1937. During the school year 1936-37, 1,560 persons registered at the night school.

Auditorium Holds Center

"The auditorium continues to be the center of our citizenship and character forming activities," according to the Annual Report of Public Schools, District No. 1, Pueblo, Colo. "Here through self-directing organizations, discussion clubs, dramatic clubs, debating clubs, school service clubs in a variety of forms, school citizens not only learn about good citizenship but find expression for their good citizenship qualities in a variety of ways."

Photographic Survey

The Los Angeles, Calif., superintendent of schools has recently issued a report, *Your Children and Their Schools*, which is a photographic survey of trends in education in that city. Such activities are presented as:

How your schools are organized; building and rebuilding your schools; the school dollar—where it comes from and where it goes; vocational education; adult education; classes for exceptional children; safety education; the home and the school—inseparable institutions; new schools for changing conditions, and many other interesting topics.

School Facts to the Public

"Eight Hundred Thousand Children" is the title of an illustrated booklet compiled and published by the Federated Council of Cincinnati Teachers' Organizations. Since the organization of the Cincinnati public schools 108 years ago about 800,000 children have attended the schools of that city. "It is inevitable," the authors of the booklet state, "that 108 years of public-school education must have strongly affected the character of our community. How our schools function, how they are supported, their present prospects and their future possibilities cannot but be matters of vital importance to all good citizens." This interesting booklet may offer suggestions to other teachers' associations that are contemplating the presentation of school facts to the public.

Scholastic Training Improves

Great improvement has been made in the scholastic training of both white and colored teachers employed in that State from 1921-22 to 1936-37, according to data presented in the November issue of *State School Facts*, a publication of the State department of education of North Carolina. At present 70.1 percent of all white teachers and principals and 34.5 percent of all colored teachers and principals have training equivalent to college graduation or better, whereas 16 years ago only 15.8 percent of the white teachers and 2.5 percent of the colored were in this classification. The data also show that 99.7 percent of the white and 93.9 percent of the colored teachers have had some college work, and that 93.2 percent of the white teachers and 74.7 percent of the colored teachers have attended college more than 2 years.

Rochester School Budget

The board of education of Rochester, N. Y., has recently issued an attractively illustrated publication which contains an analysis of the proposed school budget for 1938, and also much other interesting information regarding the schools of that city.

Broadcasting Facilities

The broadcasting facilities in the Brooklyn Technical High School, used as an arm of Station WNYC (810 kilocycles), make it

possible for the schools of New York City to prepare and broadcast their own radio programs. Programs are broadcast on Tuesday mornings from 10:15 to 10:30, E. S. T.

New Policy

The Kearney (N. J.) Board of Education has adopted a new policy providing that all full-time school employees shall be allowed cumulative sick leave to a maximum of 70 working days, according to information recently received from the superintendent of schools of that city.

Program for Handicapped Extended

About 2,500 Michigan children will receive increased educational advantages in their local schools because of the new service of the Michigan Department of Public Instruction, according to *News of the Week* issued by that department. These children are crippled, blind or partially sighted, deaf or hard of hearing, epileptic, or otherwise handicapped. The \$300,000 appropriated by the 1937 legislature will be allocated to the school districts on the basis of facilities provided for the education of the handicapped.

W. S. DEFFENBAUGH



In Colleges

Doctor of Education

Authorized by the Kansas Board of Regents, the University of Kansas Graduate School now offers the degree of doctor of education on the Ph. D. level. Requirements: Reading knowledge of a foreign language; ability to use statistical techniques; ability to administer and evaluate the results of educational tests; ability to evaluate educational documents; a specialized knowledge of some field of educational practice of particular importance to him; and a thesis of high character. A candidate must spend the equivalent of at least 3 full academic years in resident graduate study, the last being at the University of Kansas, and must show 3 years of successful experience in the field of professional education.

University of Louisville Findings

The University of Louisville has undertaken to discover what becomes of local high-school students. Their findings of the 1937 high-school graduates show that 20 percent attend the university, 24 percent are employed, 10 percent are unemployed or at home, 6 percent are in business schools, 3 percent are married, 2 percent are in Army, Navy, or training

schools or traveling, and 35 percent are unknown but some of these went to some out-of-town college. Anyone who has endeavored to make such studies knows the difficulties involved once a group is scattered and out of school. After explaining the problem to their 1937 freshmen, these freshmen were asked to list the names of five of their classmates of last year and tell what they were doing now and why they had not come on to college if they knew. Without duplications, definite statements were made of the occupations of 316 June graduates who did not go on to college. Of these 63 were clerks in department, drug, and grocery stores, 50 were office workers or stenographers, 39 were in business school, 38 were staying home, 31 were unemployed, 22 were married, 14 were farming, 14 were factory and labor hands, 8 filling station attendants, 6 nurse training, 5 Army and Navy, 5 theater ushers, 3 waitresses, 3 traveling, 15 miscellaneous. These jobs represent half of the high-school graduates.

Land-grant College Curricula

Perhaps degrees are the best criteria for determining what courses of study the students in land-grant colleges enter and finish. Last June the proportion of men and women receiving degrees in different major courses offered in land-grant colleges, included: Arts and sciences, 34.2 percent; engineering subjects, 14.4 percent; education, 13.4 percent; agriculture, 8 percent; commerce and business, 6.8 percent; home economics, 5.3 percent; medicine, 5 percent; law, 3 percent; forestry, 1.6 percent; pharmacy, 1.4 percent; dentistry, 1.1 percent; and journalism, 1.1 percent. The remainder were pursuing various subjects in which less than 1 percent were enrolled in each. When the sexes are separated the picture is somewhat changed; for example, in arts and sciences, men, 30 percent and women, 43.1 percent; education, men, 6.7 percent and women, 27.4 percent; commerce and business, men, 8.3 percent and women, 3.8 percent. Enrollments in agriculture, engineering, forestry, law, and medicine, are mainly men, while those in home economics, and nursing are mostly women. Women predominate in arts and sciences, education, fine arts, journalism, library science, and music.

Ohio University's 150th Year

A century and a half ago when the land contract between the Ohio Company of Associates and the United States Congress was signed, higher education was provided for the Northwest Territory and Ohio University was established at Athens, Ohio. Congress donated two townships of land for the maintenance of the university. Manasseh Cutler and Rufus Putnam, leaders of the Ohio Company were instrumental in planning the university. The campus was laid out in 1795, and in 1802, the territorial legislature

established the American University. In 1804 the Ohio legislature established "a university in the town of Athens," the corporate name was changed to Ohio University, and the State assumed the trusteeship of the institution. In 1808 the first college in the Northwest opened its doors with the Rev. Jacob Lindley as president. The first class included three young men and the first commencement was held in September 1815 when John Hunter and Thomas Ewing were awarded the first college degrees in the area northwest of the Ohio River. From 1839 to 1843 the president of the institution was the author of the famous children's readers—William Holmes McGuffey. Today Ohio University enrolls more than 3,000 students.

Improvement of Teaching

The University of Denver recently conducted a conference on the improvement of teaching so that teachers and administrators might observe and discuss the various types of teaching methods.

Better English

The trend toward better English in the institutions of higher education in this country has been particularly noticeable of late. The University of Kansas recently made a requirement that students of classes of 1940 and later, must take a proficiency examination in English conducted by a committee chosen from the English department. After a few weeks trial the newly revamped English course for freshmen at Cornell University, instituted last fall, is reported to be a success; instead of separate instruction in the elements of composition and a cursory exploration of the field of literature in the mother tongue, both are correlated so that the student acquires skill in writing with the works of masters as a text and a guide. The State College of Washington is offering through its English department, a course in better English over the radio every week. This course deals with the common errors in grammar, faulty diction, and better taste in the choice of words.

Parent Course Popular

The University of Washington, through its extension service, offers a class for parents, which meets once a month to discuss topics pertaining to student life. The dean of the college has been forced to limit enrollments to the parents of freshmen because the course has had such popularity.

New College Catalog

The first number of a series of bulletins from New College Teachers College, Columbia University, presents an innovation in college catalogs. Under the title "A Plan for Educating Teachers of Young Children" the contents of the bulletin are organized under the following headings: So You Want To Teach

Children . . . Why? What Is Involved? How To Achieve the Goals? Where Learn What Should Be Known? What For? Admission Requirements, Expenses and Living Arrangements, and Academic Calendar.

WALTER J. GREENLEAF



In Educational Research

What Does Research Say?

Under this title a very practical manual on the implications of educational research for teaching in the elementary school has been issued by the superintendent of public instruction of Michigan. A State committee consisting of Paul T. Rankin, Edith M. Bader, Manley M. Ellis, Manley E. Irwin, L. D. Lundberg, Willard C. Olson, Lee M. Thurston, and Clifford Woody have cooperated in preparing this bulletin. It consists of a great number of questions and answers concerning instructional and guidance situations arising in the elementary school. The answers are based directly on an analysis of the available research results. A few of the questions are as follows:

Should a child be given an immediate standard or goal that he cannot successfully attain? Should a teacher scold a child for lack of success or improper conduct? Is it the teacher's fault if children are dishonest in their school work? Should a single textbook be used as a basis of instruction in the modern classroom? Should remedial teaching be a regular part of the instructional program? The manual is issued as "What Does Research Say?" and is published by the department of public instruction of Michigan as Bulletin No. 308.

College Examinations

A volume reporting several research studies based on the work of the General College of the University of Minnesota has been issued by the University of Minnesota Press. This is the second volume of research reports issued by the committee on educational research of the University of Minnesota which deals with the subject of examinations. The University of Minnesota, like the Ohio State University, has been a center for work in examinations on the college level. This volume deals with the improvement of examinations in college-subject areas as follows: History and government, economics, psychology, art, English, biology, physical sciences, and the broad area called eutherics. In most of the work there is an attempt to make examinations function as part of the instructional situation. Alvin C. Eurich and Palmer O. Johnson are the editors of the volume and in addition are the authors or coauthors of the major portion of the work reported.

Home Work

P. J. Di Napoli has made an experimental study of the effect on academic achievement

of assigned home work in certain New York City schools in the fifth and seventh grades. The New York school regulation concerning home work for the fifth grade is "home study from books should be limited to not more than two subjects in any 1 day and should require a total time of not more than an hour a day" and for the seventh grade it is "home study from books should be limited to not more than three subjects on any 1 day and should require a total of not more than 1½ hours a day." For required study of this type Di Napoli found that academic achievement, i. e., achievement in arithmetic, geography, history, reading, etc., was raised in the fifth grade but not in the seventh grade.

This evidence concerning home study resulting from a well set up experiment must be accepted as pertinent to the controversy. This evidence, does not, however, solve the problem of home study. The assigning of an hour's work does not insure that the child will work only an hour. Children differ in both capacity and interest. What is easy for one child is distinctly hard for another child. Essentially home study is likely to be unregulated. This, it seems logical, causes overexertion of eyesight and nerves. Not only temporary indispositions of attitude and body can result, but more permanent maladjustments of the mental and physical organism can take place. The question of home work must be considered in the light of many factors, among which resulting achievement is one. This study is reported as Teachers College Contributions to Education, No. 719.

Evaluation of an Integrated Curriculum

Too often new educational programs are inaugurated without providing for their evaluation. Although many types of educational innovations are difficult to evaluate objectively, this does not mean that evaluation should not proceed where it can be done effectively. A good example of the evaluation of a new educational program is that reported by Oberholtzer in "An Integrated Curriculum in Practice," issued at Teachers College, Columbia University, Contributions to Education, No. 694. Oberholtzer describes the new program and the set-up of the experiment and gives the results of an evaluation scheme. The study is of value not only because of its being an example of evaluation on a large scale, but also because of its results. Integrated curriculum and activity programs have held the interest of progressive educators for some time, but no comprehensive, scientific studies of their values, with one exception, have been carried through before.

Philadelphia School Survey

The volumes of the Philadelphia Survey cover the following fields: Vol. I, Summary of Findings and Recommendations; Vol. II,

Central Administrative Organization, Finance and School Business, Educational Research and Results and the Publicity Program; Vol. III, Elementary Education and Teacher Training; and Vol. IV, Secondary Education. The survey staff was headed by Dr. George A. Works of the University of Chicago but was carried on mainly by University of Pennsylvania professors. The survey is unique in that it studied the activities of the different departments of the school system rather than studying the functions involved in education. For example, it makes a thorough analysis of the activities of the Bureau of Research and Results—the central research agency—and reports this in one portion of the survey, and under secondary education it takes up the activities of counseling in the schools. Recommendations for the two activities are made independently. The advantage in this type of survey attack is that the need for improvement in the existing agencies can easily be shown, and improvement can be carried out in the school system without disrupting the existing agencies. Many surveys have used the functional method in evaluating a school system. For example, instead of studying a research department or the guidance activities found in a single school, such surveys have studied pupil adjustment instead. This approach seems to the writer a better method theoretically, since the functions of the schools are attacked directly and therefore recommendations arising from the survey are not bound by existing agencies in the school system. However, it is sometimes necessary for

practical considerations, to limit investigations and recommendations to existing channels of activity.

DAVID SEGEL



In Other Government Agencies

National Park Service

Four trail-side exhibits have been installed by the National Park Service at Stones River National Military Park, Murfreesboro, Tenn. Through the medium of combat study maps and illustrative material the exhibits, located at convenient points on a tour of the park and commanding a view of the battlefield, give an account of the Battle of Stones River which was fought between Union and Confederate forces near Murfreesboro on December 31, 1862, and January 1 and 2, 1863. The Stones River National Military Park was established in 1927 to preserve the battlefield and to commemorate the activity of the troops engaged in the battle.

Works Progress Administration

Vocationally the blind in Mississippi have been helped by a rag-rug weaving project that reaches one of the most needy groups of workers since it includes those who do not know Braille.

The primary classroom at the Standing Rock community school, Fort Yates, N. Dak.



Community art centers, planned to have the utility value of public libraries, are being set up by the WPA Federal Art Project in various localities throughout the country. Arts and crafts studios, operating in New York City's settlements, libraries, hospitals, churches, synagogues, and social service agencies will continue, according to Audrey McMahon, assistant to the National Director of the Federal Art Project and regional director for New York. The community art centers will extend already existing services, not replace them, Mrs. McMahon explained. Active study of crafts, techniques, and the application of art principles in home and community, not merely passive visual participation, are the bases of all efforts in the centers.

Office of Indian Affairs

Rose K. Brandt, Supervisor of Indian Education, has edited another reader written and illustrated by Navajo children under the title *The Colored Land*, telling in simple language and vivid colored photographs the story of Navajo life.

Social Security Board

Total payments during September 1937 for public relief amounted to \$159,729,000, according to the most recent figures released by the Social Security Board, representing the lowest total for any month in almost 2 years—\$37,111,000 less than the amount incurred in the same month of 1936.

During September, 1,470,000 received old-age assistance in all the States, comprising 19.2 percent of the estimated population in those States aged 65 and over. The average payment per recipient was \$18.97.

In 35 States cooperating in the program aid was extended to 39,000 needy blind persons during September, the average payment being \$25.87.

Aid was provided on behalf of 482,000 dependent children in 194,000 families in 39 cooperating States. The average monthly payment was \$30.64 per family.

MARGARET F. RYAN



In Other Countries

Scholarships Established

It has been announced that an anonymous Hamburg merchant has provided from his private means a fund to establish four scholarships annually, each worth Reichsmarks 3,000, to be held for 1 year by graduates of British universities who desire to study in Germany. The scholarships, called "Hanseatic Scholarships," have been offered in gratitude for the Rhodes scholarships, and the conditions for obtaining them are similar to those of Rhodes scholarships. Lord Lothian is the chairman of the British Committee to select persons for the scholarships.

Students Invited

The Association Montessori Internationale announces the Twenty-third International Montessori Training Course which will be held in Amsterdam, Holland, from the end of January to the middle of June 1938. Dr. Montessori will present the objectives and methods of her Four Plans of Education—a concept of education as a social process. Instruction will be given in the application of the Montessori method to the teaching of children up to the age of 12. Students from this country are invited to attend. Information regarding tuition and other expenses may be obtained by addressing Dr. Maria M. Montessori, general director, Association Montessori Internationale, 22 Quinten Massijsstraat, Amsterdam-Zuid (Holland).

Educational Mission

Eighty-six Iraqi students form this year's educational "mission" for higher studies abroad. Among them are seven girls. Expenses are being defrayed by the Government. The "mission" includes the first students for a course in banking, and the first to be sent to Italy for music and art. The entire law section, numbering six men, will complete their studies in France. Twenty-four students have been sent to America, which has been

chosen for the study of history, agriculture, geology, and some other subjects.

Of the European countries, Germany will teach 13 students, some of whom will pursue courses in industry, city planning, and antiquities; England will have 9 and France 7. Two students will follow a physical training course in Denmark, while two are going to Turkey and two to India for veterinary studies. Sixteen attend colleges in Beirut, seven in Egypt—two of the latter for a course in irrigation.

Opened Thirteenth Year

The Hebrew University at Jerusalem, Palestine, opened its thirteenth year on October 20, 1937. Speakers at the opening reported an enrollment of 779 students, most of whom came from Poland, a faculty of 122, and finances relatively healthy with an estimated annual budget of approximately \$500,000.

JAMES F. ABEL



Coordinating Services for Youth

(Concluded from page 137)

action, a means by which agencies having common goals in human conservation may visualize their activities as complementary and interdependent. These efforts represent an attempt to mobilize social forces and skills to combat a common problem.

Homer P. Rainey, of the American Youth Commission, in his recent book, *How Fare American Youth*, concludes that youth agency leaders "here and there are coming to see the necessity of a cooperative attack. While the motivation in many instances has come from a special interest in delinquency and crime, there is a tendency to approach the task at hand from a larger point of view. It is possible that these promising beginnings may lead to the kind of integration now required."

The coordinating council of youth agencies, now organized in 14 States, stands as a good example of what can be done to integrate youth conservation forces, make them more resourceful, and adapt them to local needs. It is to be hoped that the idea of relating one human activity to another as embodied in the coordinating council plan will be explored further and utilized fully in permanent Federal, State, and community programs for the aid of youth.

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